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# NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1951



# Objects

OF THE

NATIONAL CONGRESS OF  
PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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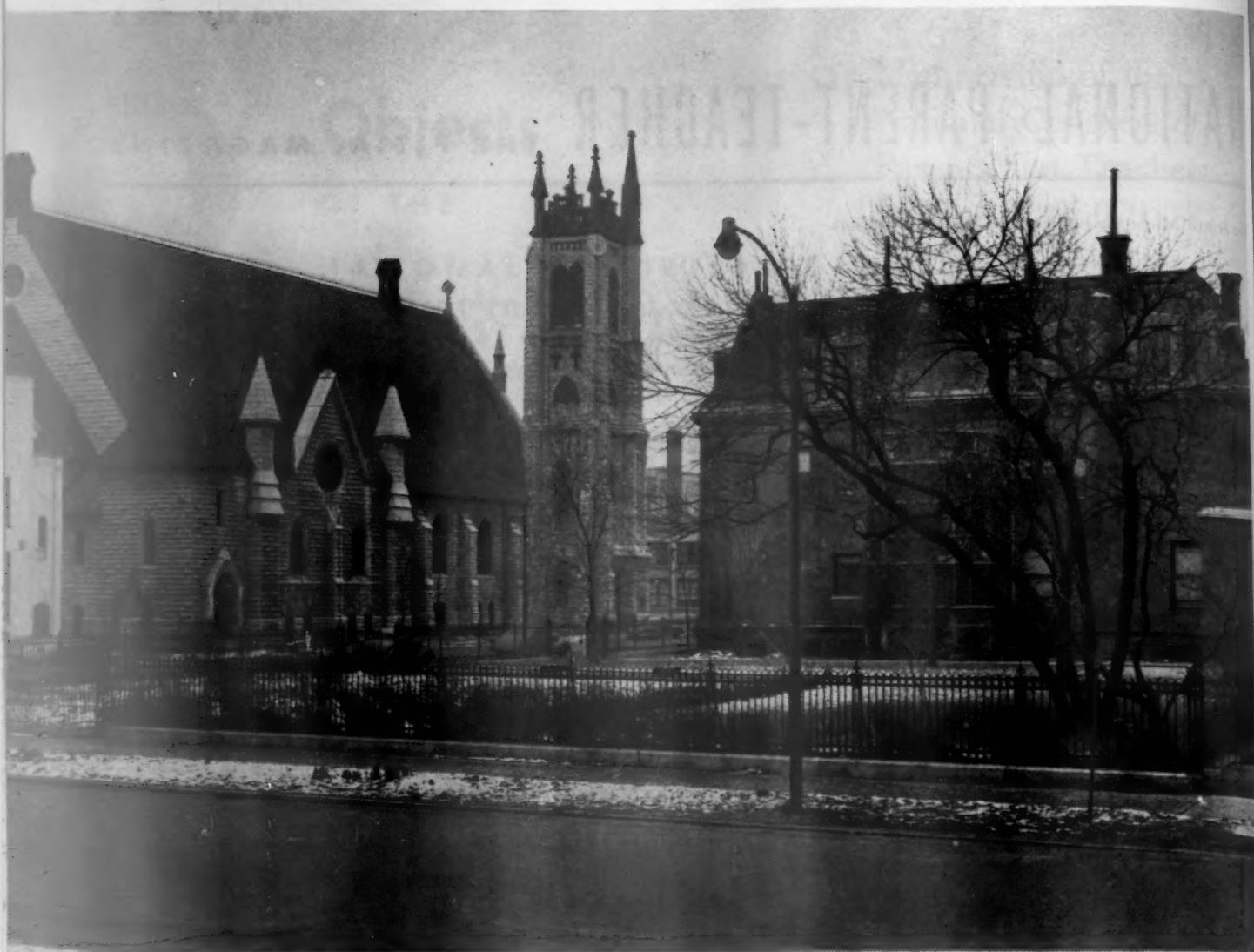
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● Neal Taylor Hall

*This plot of ground; at the corner of Rush and Huron streets  
in Chicago, is the site of the permanent headquarters  
of the National Congress of Parents and Teachers.*

*So far the building is still a dream, but a dream that we in  
our generation are resolved to see fully realized.*

*Our Founders too had dreams, and to bring them into reality  
overcame obstacles far greater than the raising of funds.*

*If we would pay them all honor this year  
and every year, we will complete the fund in 1951  
and build a memorial worthy of the parent-teacher ideal.*



## To Our Founders

*Alice McLellan Birney*

and

*Phoebe Apperson Hearst*

Tall, slim spires and steeples spun  
High above home-topping roofs  
Stand witnesses of worshiping—  
Reminders of the good men seek  
Within themselves, in age-long striving  
For essential truth.

And thus our Founders stood  
Firm, throughout dissonant years;  
Stood tall, that we who seek may find  
Within the day's bewildering tasks  
The pathway clear which leads to childhood's realm  
Far down the shining road.

Our Founders—they who live with us  
In memory now and deeds of self-forgetfulness—  
Were pioneers.

They faced a tangled wilderness  
Where ignorance and hate or greed  
And vague indifference  
Made waste of children's lives.  
They sought a gracious realm  
Where children laugh and sing and play,  
Released from bonds of industry,  
From ignorance, ill-health, and fear,  
Released to grow in stature and in grace  
And happiness!

Now we, remembering  
The distillate of those slow years,  
As one swift stroke of progress,  
Shall not forget that they,  
With willing hands and hearts made strong  
By love of all humanity,  
Grew weary on the long and lonely way,  
But through clear faith, arose in joyousness  
To strive again. And now we follow them  
And pray that in the torrid heat  
Of our conflicting fears  
We may not lose our way;  
That following the beacon they have raised  
We reach at last the distant goal  
Which, seen but dimly now,  
Stands clear, secure, far down  
The shining road!

*Anna H. Hayes*

President, National Congress of Parents and Teachers





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*Do we tend to underestimate our boys and girls? Is it possible that, instead of needing our advice and direction on even minor points, they might be able to give us a pointer or two? Do we sometimes forget the open-mindedness of youth, its natural love for independent thinking and action, its surprising resourcefulness? Here are suggestions, strongly supported by facts, that may well set parents and teachers thinking along new lines.*

## Public-spirited Youth

Charles W. Ferguson

**This is the sixth article in the adolescent series of the "Growing Toward Maturity" study courses. The program for study groups is on page 35.**

"AN ADULT is a person who, having passed through the stages of absorption in himself, his mother, his gang, the opposite sex, his mate, and his offspring, finally enters a maturity in which he is as deeply concerned with the well-being of the community as with his own family circle."

This dictum, ascribed to Dewey (not Tom, of course), seemed to me until recently to make a good deal of sense. It unwinds well; it is easy to reel off from memory; and it gives one the satisfaction of having settled the matter with a maxim. Like the theory that every animal in its life development repeats the history of its species, the words give us a pattern of ideas, something to wag our heads over when the human mass gets untidy and people—particularly young people—don't behave the way we think they ought. They're simply repeating the history of the human race.

Yet the fact is that nothing in the world about us is as orderly as convenient summaries would have us believe. The notion that children gradually

evolve toward maturity, and can do so only with our guidance, is a grown-up notion. It doesn't come from the facts but from our conceit. Just like the man who was talking with a lion and cited a statue showing a man slaying a lion to prove that man was the stronger of the two. As the lion shrewdly pointed out, if the statue had been made by a lion the positions would have been reversed.

So as a brash layman I feel less certain than a good many educators that it is our duty to make our little ones over into images of our useless selves. There is early maturity, even precocity, in civic- and world-mindedness quite as much as there is in arithmetic or music. There are times when children, before they are corrupted by what Shelley calls "the world's slow stain," see injustice and the ways to remedy it with a clarity that puts us older ones to shame. In this day of straining after economic respectability, it is often the mother, not the child, who lives in a doll's house.

It seems to me, then, that the problem of enabling

young persons to develop a spirited concern with their community and their world is vastly more complex than we suspect and that we cannot tackle it at all until we rid ourselves of the pious notion that we must show them how. There is more than an even chance that they could show us how. Somebody had better. The problem, as I see it, is to know how to stand aside and let young persons develop a social conscience not blackened by all our prejudices, to release their ideas, to invite their participation respectfully and have the courage to act on their suggestions.

### Corroborative Evidence

Give the kids an even chance and they will come up with something better than we can think of ourselves. At least there is much evidence to show that this is so. Among hand-picked examples of Boy Scout activity I have not seen a better case of charitable imagination than was displayed by one of the troops in our town. Using their own wits, not those of their scoutmasters, this troop hit upon the plan of ridding the local residential area of poison ivy. A notice of their intent drew more than a hundred calls in no time. The vigor with which the boys undertook their job showed a keen and mature perception of their personal relation to a particular need.

Teen-agers of Pascack Valley, New Jersey, got interested in plans for a new hospital and formed a Teen-ager Hospital Auxiliary. The adult hospital committee was skeptical, regarded the proffered en-

thusiasm as something to be kept in check. But the kids were not deterred by any standoffish attitude, and soon their energies were put to work. Through a round of activities they raised \$2,000 for the hospital site at a centrally located point. In all, since 1946 they have collected \$7,200 for their special interest, the children's ward. At every point they were quick-witted. When they learned that the Westwood Chamber of Commerce was about to publish a business directory, the auxiliary moved in and got the job of distributing it—at five cents a copy. With house-to-house crews they put out fourteen thousand directories in twenty-two towns, making seven hundred dollars.

Here is a case of *anatomic* energy released on a community scale, and the results, both in terms of initiative and in terms of money raised, were better than they could have been under adult coddling. Even on huge national projects, such as the one carried out in 1950 by the Girl Scouts of America, the impressive thing is not the over-all performance but the examples of local enterprise. During the first six months the Girl Scouts sent abroad more than 52,250 pounds of school supplies. The project as conceived nationally left plenty of latitude for local option. Troops were to make schoolbags of attractive and sturdy materials, such as bright denim, sailcloth, felt, or upholsterer's fabrics. The bags were to be filled with small tools for learning—papers, pens, crayons, erasers—but there was no list of required contents.

It was hoped that by the end of the year there could be sent abroad 65,000 schoolbags—one for each of the scout troops. Indications at the time this is written are that the number will go over 100,000. Girl Scout Troop 19 of Wausau, Wisconsin, is only one of the troops of which every member has made and filled a schoolbag. And into every bag has gone some instance of zeal for public good. Troop 15 of Grand Rapids, Michigan, was ingenious enough to go to a local upholstery shop and secure enough good-sized remnants of tapestry with which to make several drawstring bags.

### Resourcefulness in Action

The response to a specific appeal that ties the local community with the rest of the world finds youth eager to deliver. This seems to surprise adults. Writing of the efforts of a school to raise the money to buy a heifer for shipment to Germany under the Heifer Project of the Church of the Brethren, one teacher said: "I could have hugged the whole student body when we went over the top. Our boys and girls may have been brought up to 'take all they can get,' but when approached in the right manner they came through with flying colors. The experience of the students in getting the money was fine for them. Many people were astounded when they found that



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the students from the wealthy homes were for the most part those who contributed less."

More than six thousand heifers and as many goats have been packed off to Europe through the labors of this small religious body, the Church of the Brethren. And in many cases youth groups—alive to the idea of doing something tangible, something that registers and represents them—have aided in the whole enterprise. Vacation schools of the North Alabama Conference of the Methodist Church this past summer contributed seventy-five hundred dollars. In most instances interest has been personal and direct—as in the vocational school that, after much thoughtful consideration, decided to name its heifer Sylvia.

Reports from abroad indicate the same round of activities, though of course the needs of reconstruction determine the kind of tasks students must undertake. This past summer at Herbins, a suburb of St.-Nazaire, France, that was completely leveled by bombings, forty boys and girls—French, Swiss, German, Norwegian, and Finnish—worked for three months without the least remuneration to install public showers for railway workers, washhouses for housekeepers, and a sports field.

At Augnac six hundred young people have worked to build a twelve-kilometer-long fire wall around the village, after twenty fires in a row had destroyed most of the town. More than thirty thousand volunteers from seventeen countries, organized into battalions by the Service Civil International, have accomplished miracles throughout Europe. These youngsters camp out when space is not available in homes. They carry a minimum of luggage, live simply, and take pains to exhibit no luxuries their neighbors cannot afford.

## The Deeper Significance

It is hard to assess all these bustling activities without detailed and first-hand knowledge. They may indicate nothing but well-intentioned frenzy. The tendency, however, unless we guard against it, is to look at the public exertions of youth with benign condescension and to assume that activity has value as such and ought simply to be multiplied.

Actually the greatest service adult agencies can render is to invite youth to join in the task of sizing up our whole social philosophy. Activity without a principle behind it can be quite vapid; and vague humanitarian tendencies are no substitute for a personal philosophy. Our weakness, it seems to me, is to assume that work undertaken for "others" or for the community or for less fortunate ones in foreign lands is in itself automatically good. We need, in our own councils and in counsel with youth, to adopt the Quaker practice of silence for considerable spells, so that we may have a clear-cut chance to stop and think about the significance, if any, of what we are doing. Out of this might well grow a spirit of inquiry and examination.

As I study the life and work of Gandhi what impresses me is the close connection at all times between the small acts of his daily life and his total view of humanity. His vegetarianism, his simple dress, his fasts, his periods of meditation—these cannot be dismissed as eccentricities divorced from the man's greatness. In a day when too many of us never give anything unless it is deductible, it is easy to miss the implications of personal sacrifice for a great cause. At any rate, whether Gandhi's life would have had any great impact through solely political activities if he had stuck to tweeds and eaten ham and eggs is exactly the type of question that ought to be examined. It's not the sort of question on which you can grade the answer, but consideration of it would open up a chance for such speculation and introspection as our present social effort sorely needs.

This is true particularly if our attempts to link thought and activity are carried on in respectful collaboration with young people. Our adult prejudices tend to segregate youth. We grant equal but separate rights. There is no doubt that responsible adults can help to turn the present feverish whirl of public-spirited activity into a channel. And this is essential. As Alfred North Whitehead has pointed out, "There can be no moral education without the habitual vision of greatness." That vision is needed as much among today's grownups as it is among today's youngsters. And it will be best if it is secured and held by the two generations together.

*Charles W. Ferguson, senior editor of the Reader's Digest, is a social scientist and former minister. Among his books are Confusion of Tongues and A Little Democracy Is a Dangerous Thing.*



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This is the sixth article in the preschool series of the "Growing Toward Maturity" study courses. The program for study groups is on page 34.

## School Before Six

Harold G. Shane

*Few issues in the education of American children have given rise to more discussion than has the question of early education in nursery school, preschool, and kindergarten. It is more important today than ever before that there should be no misunderstanding of the nature and purpose of these institutions.*

THE FIRST "school before six" was opened in the United States nearly a hundred years ago. It was a German-speaking kindergarten established in Wauwatosa, Wisconsin, in 1856. Others soon followed, and an English-speaking kindergarten was opened in St. Louis during 1873. Yet despite the many years of experience with schools for children too young for the first grade, a controversy still centers around the question of making such programs a part of public education.

As recently as ten years ago, even in the wealthiest states kindergartens for five-year-olds were the exception rather than the rule in our public school system. Nursery schools were a rarity. Even now many parents and some teachers are skeptical as to the value of school before six, and when it comes to nursery schools for boys and girls below five years of age, skepticism often becomes opposition.

The woman's page of a newspaper in the Chicago area recently ran a feature article written by a registered nurse. In it she described an interview with a young mother, during which she quoted herself as saying, "Isn't it too bad that your child has to be put in nursery school? . . . Is your husband not living? Do you have to go to work?" Later in the same article the nurse wrote: "Can any mother really believe that

a child will receive individual love and personal attention from one or two trained workers . . . responsible for twenty or more children?"

I take a dim view of this attitude. As the father of four children, who have spent a total of eleven years in school before six, I am convinced that the good nursery school or kindergarten staff can make an important contribution, that of objectiveness and impartiality, to the study and guidance of preschool children. Parents, of course, are able to provide the most important elements needed for the development of their children, and some may do so without the help of nursery school or kindergarten. At the same time I honestly believe that the skillful, well-prepared teacher of young children can help their parents to rear them even more effectively, despite pressures and problems that seem increasingly difficult with every passing year.

### The Argument: Pro and Con

What are some of the reasons why early childhood education, especially nursery school programs for the two-to-fours, has grown so slowly? One reason is suggested by the newspaper article quoted above: Many persons apparently believe that schools for the before-sixes take over a responsibility that rightfully



belongs to the home. This persistent belief is hard to understand, since the nursery school and the home complement and supplement rather than oppose one another. Many values and skills can be developed in carefully supervised groups of children working and playing together—an experience that even the finest home cannot provide in the same measure.

A second reason for lack of interest in nursery education is the mistaken view that the nursery program is made up of casually directed play activities which "almost anyone" can handle, even a teacher qualified only by her good intentions. This is a distinctly false idea. *Capable* nursery teachers have spent years learning their profession. Under their direction, play becomes a means of helping the child understand his world. Physical and social growth are studied and directed with care. Self-expression, the art of learning to live with others, and firm and persistent guidance toward desired habits mark the good program. Of course there is still the "original Mother Goose" type of nursery director who occasionally operates a play school merely because she thinks that children are "just precious," but hers is a vanishing breed.

The idea that a mother is shirking her responsibility if she "parks" her child somewhere is a third dubious source of criticism. A good nursery school or junior kindergarten for the two-to-fours is not a checkroom run for parental convenience. From personal experience I know that a successful school of this kind demands that parents as well as teachers devote time, energy, and effort to its program. Numerous conferences are desirable. The help of parents is needed in many projects, such as the painting of toys. Occasional guided observation and similar activities require both fathers and mothers to invest a number of hours almost equal to the two or three hours daily for which their child is at school. If, to some extent, the nursery program enables busy mothers to do their usual household tasks more efficiently while the children are away, what objection is there? There will be distinct additional value in the child's home life, since the mother can spend more time with her child when he is at home, and with even greater enjoyment.

More difficult to answer are the arguments against school before six that are based upon inadequate space and other physical facilities and on the problem of cost. But is it not reasonable to say that we

can afford nursery-kindergarten programs if we are genuinely convinced of their value?

To meet the problem of poor school housing, school officials must take a long view of their work. At present, according to the Research Division of the National Education Association, the number of children of school age is increasing by nine million a decade. That is to say, by 1957 there will be nine million more children in school than were enrolled in 1947. Taking a long view means that as we plan new school buildings for the constantly increasing throng of elementary school children, we must plan in such a way that space now needed for children from six to twelve can be converted to use by nursery-kindergarten children five to eight years from now.

Nursery schools are expensive when costs are calculated on a teaching-hour basis, and many parents cannot pay from one hundred to two hundred dollars a year for tuition. The long view, therefore, also demands that school budgets be revised to allow for the added cost of free public education for younger children. As a minimum, junior kindergartens for four-year-olds should be added to those now generally accepted for the five-year-old.

### What Makes a Good "School Before Six"?

Many readers of the *National Parent-Teacher* have young children, some of whom undoubtedly are or soon will be enrolled in a nursery school or kindergarten. In the remainder of this article an attempt will be made to describe good schools for



You must remember my Margo, Miss Gillan. She's a little girl with dark braids and glasses...



children of five and below. An informal check list has been developed—first of all, to suggest what makes a good school good for younger children, and, second, to aid parents in understanding the elements of a desirable program.

#### *The School Staff*

A nursery or kindergarten is no better than the director and assistants make it.

- Is there an adult teacher for every ten children of two or three years, or for every fifteen four-year-olds, or for every twenty five-year-olds?
- Are at least two adults present, so that one can work with an individual child if the need arises?
- Is the director a mature, human person who can be firm without harshness, friendly without familiarity, favoritism, or sentimentality? Is she consistent, warm, and genuinely interested in children?
- Is the staff especially prepared to understand younger children? Do the teachers seem aware of individual needs in regard to nutrition, mental health, and physical and mental development?
- Does each staff member respect her fellow workers and every child? Does each see the improvement of the individual child as the school's main purpose?

#### *The Physical Environment*

Good workmanship requires good tools and good resources. Does your school before six have these assets?

- Ample play space with an all-weather surface, paved areas for tricycles and wagons, a quiet corner for out-of-door reading, doll play, and so on?
- Indoor heat, light, and ventilation which are up to proper health standards?
- Room in which to isolate children who become ill?
- Cots and space for resting?
- Proper fire protection?
- Adequate plumbing for washing and toilet needs?
- Suitable cleaning services from the custodian?
- Office space for conferences with parents?
- A variety of sturdy, wheeled toys? Constructional and creative materials?
- Books, phonograph and records, piano, and rhythm instruments?
- Cages and cases for animals and objects of interest?
- An environment that is colorful and stimulating, homelike and pleasant?
- A nurse or a physician in residence or on call?

#### *The Daily Program*

It is difficult to appraise the daily program without repeated observations, but look for these things:

- Is there a careful daily health inspection?
- Are there thorough periodic physical examinations?
- Is the staff aware of what clothing children need indoors and out? Do teachers regulate light, heat, and ventilation?
- If meals are served, are they based upon proper nutritional standards?
- Is attention given to proper habits of rest, eating, and going to the toilet?
- Are matters pertaining to bowel and bladder accidents treated calmly and without embarrassment?
- Are children encouraged to express themselves creatively in materials and in language?
- Are problems such as shyness, bullying, unwillingness to share, and lack of respect for others recognized and met successfully?
- Is there evidence that the staff is studying children's behavior, seeking to understand and improve it?



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- Does the staff keep an adequate record for each child?
- Do the children understand and respect the standards of discipline necessary to ensure health, safety, and good human relations?
- Do the staff members avoid undue physical handling of the children? Are they skillful enough to avoid the need for physical coercion?
- Does the school make use of available resources in the community? (Places to visit, social services, clinics, nursing or psychological services, and so on.)
- Is there opportunity for the fours and fives to play together and learn from one another?

#### *Relationships with Parents*

The good nursery and kindergarten program is characterized by close, harmonious relations between the parents and the school.

- Are parents welcome to observe?
- Do parents share in making decisions on matters concerning the school and its program?
- Do parents participate actively in a variety of projects pertaining to the school?
- Are parents invited to share in studying and improving their children's behavior?
- Do staff members have time to confer with, and listen to, parents?
- Are staff members aware of the close relation between child behavior and what happens in the home?

Any check list is dangerous to the extent that it is open to misinterpretation. The items above can be misconstrued, so it is urged that parents of young children use the check sheets *with* rather than *on* the nursery school staff. Rarely will even the busiest nursery director be unwilling to chat with you about the program in which you share a common interest.

*Harold G. Shane, formerly superintendent of schools at Winnetka, Illinois, is now professor of education at Northwestern University.*

# Grandmother Stevenson

## ELDER STATESWOMAN OF THE P.T.A.

*Among the leaders of the National Congress of Mothers in 1897 was Mrs. Adlai Stevenson, wife of the Vice-president of the United States. Her grandson, another Adlai Stevenson, reveals in these tender and charming reminiscences the high qualities of character that went into the making of a great woman and a pioneer of good works.*

### Adlai E. Stevenson

*Governor of Illinois*

*This Founders Day feature, written by the distinguished governor of Illinois, will be treasured by all who share the ideals that gave birth to the National Congress of Parents and Teachers.*

FOR ME TO SAY "I remember Grandma," is only a slight exaggeration, although I was still a boy of fourteen when she died. But it was not until years later that I fully appreciated my Grandmother, Letitia Green Stevenson, and the work she had done for the National Congress of Mothers (later the P.T.A.), the D.A.R., and other national and local organizations in which she was a leader. Yet I can remember very well her gentleness, her dignity, and her quiet voice. And of course I recall very well her big brick home on a little park in Bloomington, Illinois. It was full of all manner of wonderful things, especially the "treasures," a big cabinet full of all sorts of curious mementoes of Grandfather's public life. We always went there for Sunday dinner.

Grandfather Stevenson sat at the head of the table in a Prince Albert coat and white tie, facing Grandmother at the other end in a black silk dress. On hot days I used to think how uncomfortable they must be. They were always very formal and addressed each other as "Mr. Stevenson" and "Mrs. Stevenson."

My cousins were often there for Sunday dinner—three healthy, mischievous sons of a celebrated Presbyterian minister. The saying of grace (which I always felt was unreasonably long) usually ended with a disturbance of some kind. A glass of water was upset, silver fell to the floor, or even, as if by magic, a butterball hit the ceiling and hung there precariously. My cousins were always guilty, of course, but there they sat like surprised little angels while I

squirmed with mirth and too voluble professions of innocence.

The grownups would discuss juvenile dereliction briefly at this point, making *me* feel guilty for my cousins' misdeeds, and then the conversation invariably turned to the sermon of the morning. That was a difficult interval because with mock solemnity Grandfather always addressed a few questions to the young, and sometimes the solemnity wasn't mock enough for comfort. But happily the discussion of the sermon soon evolved into stories by Grandmother and Grandfather and sometimes the guests—stories so amusing or exciting that even small boys could sit still until the inevitable brick ice cream and hot chocolate sauce arrived.

Some of these stories are in Grandfather's book, *Something of Men I Have Known* (1909), but I have often wished that many more of them had been recorded. He was my favorite storyteller when I was a boy, and since I grew up men of his own generation have told me that he was one of the great raconteurs of his period. Indeed I've been told some of his political enemies said that was his best qualification for public office!

By the time I was conscious of those Sunday dinners Grandmother and Grandfather Stevenson's busy public life had passed its zenith and they were living quietly and contentedly in Bloomington. Grandmother had served four terms as president general of the D.A.R. and as its first honorary president general.



*Letitia Green Stevenson*



When the National Congress of Mothers was in the formative stage—in November 1896—the two Founders, Mrs. Alice McLellan Birney and Mrs. Phoebe Apperson Hearst, called a meeting in Washington of half a dozen of the feminine leaders of the day. Among them was Grandmother, wife of the Vice-president of the United States and president general of the D.A.R. Out of this meeting came the First National Congress of Mothers, which was held in Washington on February 17, 1897, and the organization was off to such a start that its success was assured. Then in 1900, when the Illinois Congress of Mothers was organized, Grandmother was elected one of the three state vice-presidents. Later she served for four years, from 1906 to 1910, as honorary state vice-president. Thus, although she was not one of the Founders, I suppose she could be called an elder stateswoman of the organization.

Back in those days before the turn of the century, when woman's suffrage was more than twenty years away, Grandmother was a trail blazer for the feminine pioneers. She was one of those women in the latter part of the nineteenth century who were caught in the wave of progressive thought, the great outpouring of intellectual interest that brought into being such organizations as the P.T.A. I've been told by my aunts that Grandmother's motto was "Home and Country," and surely her life exemplified it. Her first activity outside her home circle was with her church and its missionary societies. She believed that woman's work in America really began there—in those small organized groups where the women became ardent and strict parliamentarians and carried *Robert's Rules of Order* in their knitting bags! In fact, Grandmother was a very able parliamentarian indeed. She was a gentlewoman, with that rare quality of serenity, dignity, and positive competence that I am told was sometimes found in Southern women of her generation.

Among her ancestors were some of the distinguished figures of Colonial Virginia. The first was Augustine Warner, speaker of the House of Burgesses and the father of Mildred Warner, who was George Washington's grandmother. His tomb can still be seen in the little family graveyard at Warner Hall, down at the end of the peninsula in Gloucester County. Another of her Colonial ancestors was Colonel Joshua Fry, who in 1751, with Thomas Jefferson's father, Peter Jefferson, made the first accurate map of the "inhabited parts of Virginia." Colonel Fry died a few years later while leading the Virginia militia against the French at Fort Duquesne. The young officer who arranged his burial and took command of his troops was a twenty-two-year-old lieutenant colonel named George Washington.

Although Grandmother was a Kentuckian, she came to Illinois to visit her sister and was married there. She lived the rest of her life in the North. I

mention this because at that time the Mason and Dixon line was much more important than it is today. Her father was Dr. Lewis Warner Green, a Presbyterian minister and teacher, who was president successively of several of the denominational colleges that sprang up "beyond the mountains" on the heels of the pioneer. When Grandmother was born, on January 8, 1843, he was president of Western Theological Seminary in Allegheny, Pennsylvania.

Great-grandfather Green was an exceptional man in a number of ways. Born at Waveland, the beautiful family place that still stands outside Danville, Kentucky, he was one of two members of the first graduating class at Centre College and had the then unusual advantage of several years of study in Europe. He returned to Centre as its president in 1858, and that is where Grandmother spent the Civil War years. She had been a pupil at Miss Haines School (a "Female Academy"! ) in New York City, and when the Civil War started she was called home to Danville. Here is a fragment from her memoirs telling of this troubled period:

Our home at that time was in Danville, Kentucky, the border line between the conflicting forces. My father was . . . an ardent Union man. However, his heart turned with solicitude toward his students, many of whom were from the South and joined the Southern army. The exigencies of guerrilla warfare placed us at the mercy of the constantly changing bands of marauders, while the Federal and Confederate troops took turns occupying the town. At no time, however, during the four years were we greatly intimidated or harmed. In the army on either side were our nearest of kin and dearest of friends, and we felt and were safe under their considerate protection.

Grandfather Stevenson, whose family had already migrated to Illinois from Kentucky, had met her before the war when he was a student at Centre College, and they were married after the war on December 20, 1866. Their long, happy, useful life together began in the little town of Metamora, in central Illinois, where he was practicing law. It was to end not far away, at the family home in Bloomington, when they died within a few months of each other in 1914. And in between they lived and worked and reared a family of four in the forefront of the tumult of their time, with a quiet charm and a sober reverence that is not too apparent in the public life of today.

A delicate woman, afflicted with migraine headaches, evidently Grandmother was equally undaunted by the frontier prairies of Illinois and the drawing rooms of Washington and Europe. Few women of her time had her opportunities for service to her community and country, and fewer still met them more gallantly and gracefully. What do I remember best about her? Perhaps the old colored coachman said it at the funeral with his tears: "She was a great lady."

# A Pledge to Children

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Mid-century White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person, and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.



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We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide

you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.


Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

*Adopted by the White House Conference on Children and Youth at its closing session, December 7, 1950*



# Our Need for Personal Significance



IN A CRYPTIC LINE that caused much discussion among literary critics, Archibald MacLeish once wrote,

*A poem should not mean—but be.*

We, with our concern about human nature and its growth, might start a discussion of our own by paraphrasing, and reversing, his cryptic comment. We might say, "A person should not be—but mean." It is not enough for a human being to exist and to go on existing for his allotted three score and ten years. Something over and above his mere being alive is called for. His life needs *meaning*, and he, living that life, needs a sense of personal significance. He needs to feel that his being alive and being himself makes some difference to someone, that he is of some unique worth in the scheme of things.

Lacking such a sense of significance, a person will never be able to forget himself and invest his powers of productiveness and good will in the world around him. Instead he will be compulsively anxious about himself, compulsively centered in himself—and resultantly at odds with the realities of his environment.

This is a fact powerfully proved by all the experience of counselors and psychiatrists. Invariably they find, in their dealings with emotionally disturbed patients, that some question related to personal worth lies at the heart of the difficulty. People do not behave rationally and with good will when they are, for one reason or another, unable to feel a sense of their own value—unable to get hold of any

stabilizing and animating conviction that they count for something.

Knowing this about ourselves, we are learning that the most fateful undertaking of any human life is the building of the self-image, the self-concept, the self-estimation. Whatever terms we may use, we mean the individual's own deeply established conviction about the kind of person he is. Once this conviction is shaped, it becomes remarkably hard to change. Also it becomes a prime determinant of what he feels able and unable to do; of how he feels he should and should not be treated; of what he feels he does and does not deserve; of whom he regards himself as for and with and whom he regards himself as against.

## Self-trust or Self-doubt?

The self-image, we now know, is first built in childhood, out of the treatment the individual receives from others; and throughout life *treatment received* remains its chief element. To encourage healthy growth, then, we need to realize the importance of the self-image—how it influences behavior and some of the means by which that self-image can be made sound.

We might consider, for example, the case of a man who seems mysteriously blocked in his profession. He is well trained. By all objective standards he is capable of filling a post far more responsible and rewarding than his present one. Yet he does not get ahead. He even seems to evade opportunities when they are opened to him. How can we account for his seemingly need-

less frustration? A clue can be found in the fact that he avoids having to make decisions, face issues, assume new responsibilities. For some reason, it would appear, he is consumed by a gnawing self-distrust. The image he has of himself simply will not support him in any new venture. His self-appraisal, conscious or unconscious, makes failure seem to him more probable than success—more probable yet altogether unbearable, something that he would not know how to face or to cope with. So he contrives to remain unchallenged. He avoids situations, however rich in promise, that he feels would be too much for *the kind of person he conceives himself as being*.

Or we might take a very different case of faulty self-appraisal. Here is a child who constantly demands attention. He would rather make a nuisance of himself, it seems, and bring down punishment upon his head than not be noticed at all. What is the nature of his emotional problem? Why this insatiable greed for attention? For some reason—some reason certainly related to how he has been treated by the people around him and primarily by his parents—we can assume that he, like the man described above, doubts his own worth, is plagued by self-derogatory feelings. No confident sense of significance bolsters him from the inside. Hence in order to feel important at all he must have attention, constant attention, from the outside—favorable if he can get it, but attention of some kind.

Such cases could be multiplied



# lots of People the Human

6

*We have all seen them among us—people who somehow never rise  
to the level set by native capacities and soul  
but spend their lives on the misty flats of mediocrity.  
It's worth while to ask why, for we—  
their friends and neighbors—  
will be the better for an understanding of them.*



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almost indefinitely. Everywhere around us we see the unfulfilled, the lost and lonely; we see the jealous, the habitually apologetic, the carping, the prejudiced, the possessive, the self-pitying, the reactionary. If with eyes of understanding and compassion we look through their various disguises and beyond their various misbehaviors we see that each of them is a person who, lacking a sound sense of importance, is engaged in trying to play safe or make himself important. And he is doing so by means that can never solve his problem and that involve his being, in greater or lesser degree, a menace to others.

## Seeing Life with Steady Eyes

We turn then to the question of how a healthy sense of personal worth is built. What goes into it? How can its growth be encouraged? As a starting point I should like to tell of one recent instance in which my husband and I were privileged to witness, as it were, a healthy self-respect and sense of worth in the very process of *becoming*.

Since the bleak dawn of a winter day we had been driving over twisting roads through the West Virginia mountains—roads wet and muddy with thaw where the sun struck them, treacherously icy in the shade. Now dusk was coming

on, and gathering clouds looked as though they held a new storm. So we began wondering, in none too comfortable a frame of mind, where we could hole up for the night. It was not a road we would care to travel in the stormy dark.

As we swung over a shoulder of mountain and spiraled down the other side we found ourselves unexpectedly on the edge of a town too small to be on our map, with an auto camp directly in front of us. We swerved in beside the building that was labeled "Office," and almost before we had stopped the car a boy, perhaps twelve or thirteen years old, was there to ask what he could do for us. A cabin for two? Certainly. Right this way.

The room he opened for our inspection was immaculate, however far from an interior decorator's dream, and he, showing it, was a proud and confident young businessman. It was his best, and he liked it. And he liked, without aggressiveness or false drama, the managerial role that was his own. Noting that we might want an extra chair, he went to bring one from an unused cabin. Taking stock of towels and soap, he saw that we were well supplied. Then he opened the record book he carried, and we became registered guests. If we wanted dinner, it was being served, he told us, in the restaurant at the end of the row of cabins.

The restaurant, we found, was quiet, clean, tastefully arranged, and very much a family affair. We did not see the father of the family, but the mother, two attractive daughters in the late teens or early

twenties, and the young boy were on the job. Each had a role to play, and all of them together made a smooth-functioning unit marked by mutual courtesy, affection, and a common pride of project. Unexpectedly, we realized, we had stumbled out of the threatening dusk into an environment lighted by more than electricity—lighted by warm human values.

It was the boy who peculiarly interested us. He showed not the slightest sign either of being burdened by a premature adulthood or of feeling a show-off sense of importance. His self-confidence was deep and quiet, based unmistakably on the fact that *he knew who he was, with whom he belonged, what work was his to do, and how it could be well done.* He had, in brief, a sense of worth. He could treat us with friendly courtesy as equals, because he felt no compulsive need to look up or down at other people. The focus of his attention was outside himself—his job and the human situation into which he happily fitted and in which he was a vital unit.

Rarely have we had a more vivid sense of seeing a human being in the very process of healthy growth. Moreover, if we analyze what that boy in the West Virginia mountains was experiencing day by day, we catch a glimpse of the means by which we can, in all kinds of different places and situations, encourage self-confidence in people around us.

To belong, so that there is no deep inner fear of rejection, to be treated with courtesy and respect, to be valued as an individual, to be incorporated in a functioning group, to have some role to play that is useful to someone beyond the self, and to be competent in that role—this, in so far as we understand ourselves, is to feel confidently human. Wherever and whenever we are able to encourage such experiences as these in any child or adult, we are encouraging a sense of personal worth—and are therefore encouraging health of mind and emotion.

## Adopted at the White House Conference

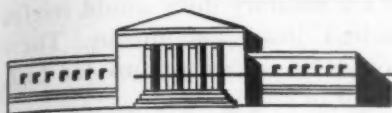
The Midcentury White House Conference on Children and Youth reached a climax at its final meeting on December 7, 1950, when about ninety recommendations were passed by the entire body of delegates. Some had been adopted unanimously; some had been hotly debated. All, however, were closely linked with the present and future well-being of America's young citizens. Following is a selected list of those recommendations:

- That children be provided with opportunities that are wide in range and challenging in nature, emphasizing exploration, participation, and social experience in an environment that is rich and stimulating; and that expectations of achievement should be in harmony with each child's growth.
- That education for parenthood be made available to all, through educational, health, religious, and welfare agencies maintaining professional standards and by properly qualified individuals.
- That elementary, secondary, college, and community education include such appropriate experiences and studies of childhood and family life as will help young people to mature toward the role of parenthood.
- That one department in each state government, whether it be welfare, health, or education, working in close conjunction with the other departments concerned, set up all-inclusive minimum standards for all day-care center nursery schools and kindergartens.
- That local boards of education accept full responsibility for planning and providing adequate educational programs and services to meet the needs of children with physical and mental limitations and that state departments of education accept responsibility for leadership service in realizing this objective.
- Further federal aid to the states for educational services, in tax-supported public schools, without federal control, to help equalize educational opportunity—the issue of auxiliary services to be considered on its merits in separate legislation.
- Recognizing knowledge and understanding of religious and ethical concepts as essential to the development of spiritual values and that nothing is of greater importance to the moral and spiritual health of our nation than the works of religious education in our homes and families and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and state which has been the keystone of our American democracy and declare ourselves unalterably opposed to the use of the public schools directly or indirectly for religious educational purposes.
- That racial segregation in education be abolished.
- That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.
- That, in accordance with state-wide standards, courts of superior jurisdiction, with judges qualified in the law with an understanding of social and psychological factors, and with qualified probation staff and auxiliary personnel, be available for all cases involving children with problems that require court action in rural and urban areas.
- That more emphasis be put on the effects of recreational activities on the personality of the individual and that in all neighborhoods where children and youth reside there should be provided recreation centers under professional and voluntary supervision.
- That in view of television's unprecedented growth and its potential as a medium for mass education, the television industry and all educational, health, and social agencies seeking to use this medium accept their great social responsibility, and further that this principle apply also to the other mass media of communication.
- That prompt action should be taken at the national level to provide funds to supplement those of states and localities, and to stimulate the early development of adequate local health service throughout the country, such action being particularly needed because of the physical and mental effects of mobilization and war on the mothers, children, and youth.
- That in the present emergency the sacrifices demanded should be shared by all individuals and groups in the population and that the services of men with physical and other disabilities be utilized in some capacity without the use of categories such as 4-F.



## WHAT'S HAPPENING IN

# Education?



● *At our annual Founders Day meeting I have been asked to give a talk on what is happening in education. I am using your department for my material. What trends should I bring out?*—MRS. L. D.

A large question indeed. For a beginning let me cite the ten major events of 1950 in the field of education, as selected by the editors of education magazines. Note that these are chiefly events, but some significant trends may be embedded in them.

1. The decision of U.S. educators to support universal military service.
2. The antisegregation decision of the U.S. Supreme Court in cases concerned with graduate study in the universities of Oklahoma and Texas. About a thousand Negroes are now taking graduate work in institutions closed to them until recently.
3. Rising enrollments in Catholic schools.
4. Creation of the National Conference for Mobilization of Education. This is a central agency in Washington, D. C., made up of representatives of most education organizations. Its objective is to work with federal agencies on school problems arising in the current emergency.
5. Launching of the three-million-dollar Kellogg Foundation project to improve the quality of school administration. This will provide refresher training for superintendents, board members, and other administrators.
6. Creation by Congress of the National Science Foundation to provide federal assistance to our most promising young scientists. (This of course assumes that science will save the world, or at least us—a proposition on which there is a difference of opinion.)
7. Extension of social security protection to nonpublic school employees. Protection is now available to more than six hundred thousand men and women.

8. Launching of the two-hundred-fifty-million-dollar Ford Foundation under a charter that authorizes it to make grants for education projects.

9. Provision by Congress of federal aid to school districts overloaded with children brought into communities as a result of war activities. During World War II Congress voted year-to-year funds to aid districts near military posts or war industries. Suddenly deluged with children, these districts had small tax resources. Now Congress has regularized such aid through the U.S. Office of Education.

10. The recent White House Conference on Children and Youth, with its special emphasis on mental health.

My colleagues, however, by-passed certain other events that I myself would rate high, such as these:

1. The defeat of legislation providing federal aid to education in the Eighty-first Congress.
2. The strong case made before the Federal Communications Commission on behalf of the reserving of television channels for use by education.
3. The circuit court decision opening the way for teachers to deduct their summer school expenses in making federal income tax declarations.

These, as I say, are events. What are the trends?

1. Efforts to increase the holding power of high schools by providing courses, instruction, and social incentives for the 50 per cent of our high school students who want to run out the school door the moment they legally can. This is called the Life Adjustment Program.
2. Continued frustration of efforts to supply federal aid to education, lack of which sorely burdens our nation with too many millions of undereducated citizens.
3. The upgrading of jobs in industry and agriculture in terms of wages and working conditions. Because education hasn't kept pace, teaching becomes relatively less attractive as an occupation.

Consequently to our present roster of a hundred thousand emergency-certificate teachers we are likely to add many more.

4. Broadening of the services of higher education, especially through community colleges, junior colleges, and teachers' colleges.

5. The perplexity of educators and parents regarding new and often irresponsible forms of communication—comic books, movies, television, radio, and so on.

6. The increasing participation of citizens in the making of educational policies. Consider the dramatic growth of the National Congress of Parents and Teachers. Also the growth of school board associations and regional school study councils.

7. Shifting of the responsibility of learning from teachers to pupils. In educational jargon this means the move away from "teacher-dominated classrooms" to a greater emphasis on projects, pupil committees, and workshops.

● *Why can't the schools do more to improve the grammar of young people? I am manager of a store, and I can't employ clerks who say "Lady, this ain't what you want" or "I and him seen it." These young people dress well and have pleasant manners, but what English! Don't the schools teach grammar any more?*—L. M. C.

Teachers, I assure you, feel as desperate about grammar as you do. More than desperate—despairing. They are pretty certain they can do something to improve grammar in written English, but about the spoken word they are not so sure. One professor in a leading teachers' college wrote me not long ago: "I know of no approach to grammar that will improve noticeably



the usage of students of any age." Pupils bring the grammar of the home into the school, and this is the usage they learn by ear day in and day out. What the home teaches by example the school finds greatest difficulty in changing by instruction and drill.

Professors are now in the process of making this task even more difficult. At a recent national meeting of English teachers I listened to a panel discussion by experts on such issues as the agreement of subject and verb. These authorities in the science of linguistics have been looking into our language, and they conclude we have been trying to teach grammar by rules carried over from Latin. But English differs so much from Latin that exceptions outnumber the rules. So, they say, why teach the rules?

They also pull the rug out from under the classroom teacher in another way. When Johnny says "We haven't got none," his teacher points out that two negatives make a positive because they cancel out, so that Johnny actually says "We have some." But the professors, who make a living out of never agreeing with anyone, solemnly explain that Shakespeare used double negatives without being misunderstood. Fortunately for the teacher, Johnny doesn't read scientific monographs and can't retort, "Don't give me none of them there out-of-date rules!"

Nevertheless the teacher of English finds his job of training (let's say) acceptable clerks for stores undermined. Aileen T. Kitchin of Teachers College, Columbia University, puts it this way:

A knowledge of grammar has somewhat the relation to the use of language that a knowledge of auto mechanics has to driving a car. One can probably drive a car more intelligently if he knows how its engine works. . . . But the knowledge of auto mechanics is not essential to driving, whereas practice to the point of automatic control is essential if one is to drive with pleasure and safety. Auto mechanics cannot take the place of driving practice. A knowledge of grammar, then, is helpful, but it cannot take the place of language practice.

All who know how to fix a carburetor step forward. Hmm! Just as I thought. If a knowledge of the mechanics of grammar isn't important, practice is, according to Dr. Kitchin. But, as I mentioned earlier, at least one expert knows of "no approach to grammar that will improve noticeably the usage of students of any age."

Where does that leave you who want clerks who speak acceptable English? At a dead end. I doubt teachers generally, however, are ready to throw up their hands and confess failure. Nor do I believe that parents wish children left undisturbed in their cultural gutters. This column would like to hear from teachers and parents who think there is such a thing as good grammar and have found practical methods of making it a habit with children.

● *Must we go pell-mell into universal military training? Why can't we leave boys in school and let them continue their studies until it is necessary to call them into service? Certainly some way could be found, if necessary, to give beginning military training in our colleges and even in high schools.*—R. B.

This is off my beat, but here goes. First you will want to be straight on the terms. *Universal military training* refers to a proposal advanced last year by the Defense Department. It would induct boys of eighteen to twenty into a special corps, give them six months' basic training, and another six months in an alternate active or reserve program. It would permit boys pursuing a "standard course of study, on a full-time basis in high school" to postpone active training until graduation.

*Selective Service* registers all males seventeen or over. From this roster the military services select men, deferring those who are veterans, have dependents, or do not meet physical and mental requirements. At present 32 per cent are deferred.

*Universal military service*, as proposed in the plan of President Conant of Harvard, calls for two years' military service by all young men from eighteen to twenty. Those not fit for military duty would receive limited duty assignments. There would be no exceptions for high school or college study.

Where do we now stand on these three plans? Universal military training is probably a dead issue, outdated by our current emergency. Selective Service is a flexible device to use man power according to changing needs. Universal military service will be scrutinized by Congress. Alternatives to the Conant plan will be offered.

Let's look at some plus and minus factors in this Conant plan. It is an all-out plan offering fast, complete use of the age groups best able to defend the nation. Against it are these arguments: (1) It would give the armed services, already fully occupied, a tough training job. (2) It is unselective and hence not a wise use of man power. (3) It doesn't provide for training officers and experts, so greatly needed in modern war. (4) It doesn't promise good use of our college facilities. Enrollments would drop 50 to 60 per cent. (5) It takes on an overwhelming burden in trying to train and use those who are physically and educationally deficient.

Now let's go back to Selective Service. *Plus factors*: It is operating; it is flexible. Recent proposals by General Hershey and his advisers would safeguard our need for officers and technicians because young men who rank high would be permitted to continue college study. The armed services can, if they so desire, take and train men for limited duty. *Minus factors*: We are scraping the bottom of the barrel for trainees now. What if a greater need should come suddenly? "Selective" means to leave out. In this emergency should we not prepare every man, if he is above the moron class and can walk, to do his duty to his country?

—WILLIAM D. BOUTWELL

Aline B. Auerbach



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# Sex Guidance Through the School Years

*By the time the child reaches school age, he has already been taught some of the fundamental facts about sex.*

*To learn a little at a time, as the need appears and successive problems arise, is surely the natural and the safest way to continue his education. This article examines the sex interests of the school years and presents sound ideas for the better handling of a subject that many parents still find hard to approach with temperance and wisdom.*

This is the sixth article in the school-age series of the "Growing Toward Maturity" study courses. The study group program for this article is on page 34.

SEX EDUCATION, we are coming to recognize, is a continuous experience, far more than a spasmodic teaching of the facts of growth and reproduction. It is the process by which growing children learn about their own bodies and their bodily feelings. In its broadest implications, however, sex education consists of helping children toward an understanding of one of the most important aspects of human relations—the feelings of love and consideration that men and women have toward one another and the ways in which they express them.

Usually parents become aware of the part they have to play in this process when their children press them to interpret certain puzzling facts. Children are puzzled about sex differences, about babies and how they are born, and, ultimately, about sex relations. Although they approach these matters gradually out of their own experience and at the level of their current understanding, most children are interested

in this wide range of human experience before they reach the school years. From time to time, then, parents are called on to help clarify these expanding sex interests. They need to explain and interpret the facts and to listen to the children's own ideas, so that misconceptions can be corrected.

## Pieces of the Pattern

Modern mothers and fathers have already been given considerable guidance in this matter of the technique of



sex information—what children want to know, and when and how best to tell them. But they are less prepared to recognize that giving the facts about sex is only one part of their education. Long before children express their thoughts and interests in words, even before they can talk at all, they have picked up from those around them certain feelings, certain colorings and attitudes that seem to say some things are good and some things are bad. It is these attitudes—about sex matters along with all the rest of their experiences—that set the continuing pattern of children's learning, and it is into this pattern that bits of interpretation are fitted and absorbed.

And so by the time a child reaches school age these early attitudes and facts regarding sex are already an important part of his personality. And for no two children are they the same. Each child has responded in his own individual way to what his two individual parents have offered him in the general atmosphere of the home and in more specific areas of guidance. Parents too are human and respond to the needs of their home and their children in terms of their own personalities, their life experiences and whatever maturity they have been able to achieve. In their own lives, by and large, they received little meaningful

and constructive sex guidance, and they have had to work out their own attitudes as best they could. Inevitably their response to this aspect of their children's growth is influenced by their own individual sex adjustment. Not only do we find, therefore, wide cultural differences in sex attitudes and expectations among different social and economic groups, but we also find individual variations from one home to another.

One might hope that, in spite of these variations, children would enter the school years with certain basic ideas. They should know, first, that boys and girls are anatomically different, that these differences are definitely set from the beginning, and that out of these differences both boys and girls assume their fine and proper roles as men and women, fathers and mothers. They should have some knowledge of where babies grow and in a general way of how they are born. One might hope, too, that they are beginning to understand the part of the father in conception and the role of both parents in family life. But even more important one might also hope that they would begin to feel that this is a part of human experience which has beauty and worth and which parents are ready to discuss and help them to understand.

## Questions Spoken or Unspoken

Throughout the school years our boys and girls go on filling in the details of these basic ideas as their understanding deepens, fitting them into their broader knowledge of the relationships of people in general. As we watch children during this period we find that their interest in specific sex matters seems to fade away. This may be explained partly on individual grounds. Some children have been allowed to follow these interests as far as they wished. Satisfied for the moment, they can easily turn to other things. Some children may have been discouraged by the response they have received from parents and others. They have bottled up their questions and comments because they have been made to feel that this kind of interest is unhealthy and bad. In many cases where this has occurred, children turn to other children for information and help and more rarely, but still occasionally, to adult friends who seem sympathetic.

There are other reasons, however, for the apparent lack of concentration on sex matters so characteristic of the elementary school period. This is the time when children are eager to extend their knowledge of everything around them—things, people, the wide world we live in. They are also absorbed in establishing themselves with their contemporaries, and primarily with those of the same sex. We all know the contempt most boys have toward most girls. We know, too, the scorn girls feel toward boys at this age (along with an occasional flicker of interest) and the disapproval of both girls and boys if a boy joins a girls' group at play.

From the point of view of their whole development, this period seems to be a time when both boys and girls need support from their own kind. They seem to be reenforcing themselves, as it were, consolidating their personalities before entering upon the next step in their adjustment patterns, that of beginning to establish themselves with the opposite sex.

## "Curiouser and Curiouser"

From time to time, however, even when they seem to be least concerned with sex, an occasional question or comment on some phase of the subject breaks through, showing that this interest is never really absent. An ex-



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pectant mother in the next house or a lurid headline may act as a spark to set off questions parents may remember answering before. In all probability they have, many times, but if they listen closely they will find that the question asks for a deeper and therefore a somewhat different answer. Often it carries more personal implications. It may mean not only "What is this all about?" but also "Will this happen to me and when, and how will I feel about it?" And as children move on through the school years these personal implications are brought closer by the physical changes that indicate the beginnings of puberty.

### Facts and Feelings

It is interesting to watch the various ways in which boys and girls respond to these changes. Some girls, for example, are pleased and proud when they notice that their breasts are starting to develop. They enjoy the envy of their friends who have not yet matured in this way. Others feel awkward and seem to resent this sign of growing up, as if, perhaps, it has come too soon. Similar differences are often seen in boys when they become aware of such changes as heavier hair growth and deepening voice.

The most dramatic change for girls is, of course, the onset of menstruation, toward which we have developed a healthier attitude in recent years. Menstruation is no longer regarded as an illness but as a normal phase of each girl's physical development. We also recognize that girls need to know something of the facts of menstruation and its significance in the female life cycle. Thus prepared in advance, they will accept it at its real value. Here again, however, it is interesting to see that some girls, even when they have had some preparation, fear and resent it, whereas others are excited at this sign of approaching womanhood. In a similar way boys need to know about nocturnal emissions. And girls should know about this just as boys should know about menstruation.

At this point parents often find that they can pick up the threads of sex guidance without much difficulty. What they are called on to interpret is *not*, like the question of sexual activity, a matter of relationships about which adults themselves have deep feelings. Rather, they can approach the problem factually in terms of physiological

change and function. Such a discussion often opens the way for what can become an illuminating exchange of ideas on many aspects of human relations if parents are willing to listen as well as to say what they think.

At the start, parents may feel unsure about the details of the facts, and may look in books for sound material to help them out. Besides books for parents, a number of volumes prepared for children and young people (see the list on page 35) are helpful to parents, too. Here they can find sex information in simple terms, usually illustrated with clear diagrams. Although these books are written primarily for boys and girls themselves, they are best used by parents *with* their children. Nor are they to be read aloud in one big dose but used as references on the specific points the children may raise as these matters come up.

In our current social scene mothers spend much more time with their children than do fathers, and it is they who are called on for the major part of sex guidance and interpretation, for their boys as well as for their girls. It is the mothers, too, who on the whole have given most thought to their children's development and therefore have done more planning to meet their needs.

In recent years, however, family life is becoming much more of a cooperative venture. Fathers have come to share considerably more in the day-by-day care of their children and as a result seem to be closer to them. In sex guidance, too, fathers play their part, whether they want to or not. For just as a girl needs to model herself after her mother as she grows up, so a boy needs to have a father to whom he can feel close and whose role he can begin to imitate. As boys grow older, it is desirable that they should turn to their fathers rather than to their mothers when they need help in sex matters.

### Other Contacts, Other Counselors

Frequently boys and girls are increasingly reticent about talking with either parent as they grow toward adolescence. This reticence is a normal result of their need to break away from their close family ties in order to establish some independence of their own, and it may have many other meanings as well. In any case, other adults and other community resources can and should be available to supple-

ment the sex education that has been started in the home. Just who shall do this and under what circumstances is a matter of great controversy.

Gradually public opinion is coming to recognize that the schools have a positive contribution to make in this respect and that sex cannot be omitted from an integrated, well-rounded program of human relations. The success of such teaching depends largely, however, on the skill, sensitivity, and maturity of the teachers, few of whom have as yet had any special training in this phase of their work. Teachers need to understand what the psychological and social sciences have revealed about the development of sex interests and attitudes from childhood to maturity. They must feel reasonably at ease with these concepts and with children, too, before they can carry out such a program successfully. Yet whether or not they plan definitely to help in this field, and whether or not they are trained, teachers are already contributing to children's sex education in subtle, informal ways—ways that they themselves may not recognize and that may be destructive—through their routine school contacts.

All those who meet with children in any intimate way can help them develop healthy, constructive attitudes toward sex. Gym teachers and scout leaders can do their share. Doctors and nurses are in an especially strategic position, in a position of authority and often of friendship as well. Ministers and other religious leaders can also be of inestimable help, especially when they know the children in a close, personal relationship.

Sex guidance, then, and sex education in its best and broadest sense is never done. It is shared by all who have any contact with children, parents and professional workers alike. Even through the school years when children's interests seem to turn in other directions, they need support and leadership so that their development in regard to sex can move forward in a sound, healthy way. They can get this support and leadership best from adults who understand for themselves the true meaning of sex as a constructive force in human experience, a source of love and mutual respect.

*Aline B. Auerbach is a member of the Family Counseling Service of the Child Study Association and serves on the editorial board of Child Study.*

*This is the first of two articles taken from an address given by Dr. Spock at the White House Conference on Children and Youth last December—a document of immense importance. In next month's article Dr. Spock, noted author of the Pocket Book of Baby and Child Care and staff member of the Rochester, Minnesota, Child Health Institute, will extend our knowledge of healthy personality development in adolescence and maturity.*



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# What We Know About the Development of Healthy Personalities

Benjamin Spock, M.D.

PARENTS TODAY might well be a bit frightened by the vast volume of material now available on the complexity of personality growth, the influences of culture, the many ways in which social services can contribute to a troubled family, and so on. "If I have to know all this," we can hear them saying to themselves, "bringing up my children right seems a pretty hopeless task—or a hazardous one, to say the least."

Yet actually the one thing vital to a child's well-being is that he have good parents who love him truly. With such a start he can probably put up with some degree of poverty or other social disadvantage because his parents stand between him and the world. They interpret it to him in the light of their own wholesomeness and help him to deal with it. He can, likewise, make the best of a mediocre schooling and can probably get along without social services. He can come through with a stable personality that is capable of achieving individual happiness and responsible citizenship.

Then why did we have to have a White House Conference? Unfortunately not everybody has such parents. As a result a large percentage of our people are ineffectual or unhappy, and they make everyone else miserable. There is too much cruelty and hatred, suspicion and fear. There are too many mentally ill people. The number of marriages that end in divorce

suggests a disturbing degree of immaturity in the supposedly adult years. There are too many criminals. And when individual cases among all these people are studied carefully we can usually find clear causes for them—in conditions that most often began in childhood and that we believe could have been prevented if the means had been available.

What do we know today, then, about the development of personality? Let us begin with babyhood and go right through the years of childhood.

## From Trust to Trust

To me the most fascinating fact about infancy is that a baby a couple of months old, at a time when he can't talk or stand or sit or reach with his hand or hold his head steady, still knows how to smile and does so delightedly whenever his mother greets him. He is clearly intended to love and to evoke love. Even stuffy people start talking baby talk to him.

Is this just sentimentality? No. It is a proved fact that infants who have been starved for company and affection—for instance, in coldhearted, understaffed institutions—may wither in body and spirit. At a year of age they may spend their days lying sadly on their backs, rolling their heads from side to side. If the neglect lasts too long, their unresponsiveness to life may be impossible to revive, and they may grow up



to be cold, unloving people. This proves that love is as vital as calories, and the baby's personality is shaped from the start by his mother's and his father's attitudes.

In the first year of life, says Dr. Erik H. Erikson, the baby acquires his basic sense of trust—trust in his parents' loving ministrations and through that to trust in himself. In the period from perhaps one year to three years of age he gets his sense of independence. He learns to walk and never stops walking. He explores, feels the shapes of things, climbs, shakes everything that isn't nailed down. He tastes paper, specks of dust, the dog's tail. He gradually goes longer distances from his mother. He is testing the world. He is testing and exercising his own skills. He is building self-confidence and independence.

But he is not sailing off into space like a released balloon. He is more like a man learning to swim by pushing himself backward from a dock—but holding tightly to a rope with which he jerks himself in at the first twinge of anxiety. When this underlying dependency is ignored, the results may be serious. But secure parents take this new, this half-independent child in their stride, sensing that he now requires tactful, imaginative handling. They see that he is deliberately practicing independence for its own sake, like a man who undergoes the pain and strain of new physical exercises just to improve his muscles.

We know that between one and three a child is sensitive, terribly sensitive, to the attitudes of his parents. If he is regularly shamed for his accidents (accidents in both the general and the sanitary sense), he acquires a feeling of shame and unworthiness. If he is excessively dominated, he becomes defiant or submissive. If he is constantly warned that his mother or father will no longer love him unless he behaves differently, his whole personality will be poisoned with uneasiness and antagonism.

### The World of Other Selves

By the age of three or four the child can afford to fuss less about his independent rights and can turn more positively to people and ideas. He is enthusiastic about the people he loves, the things they do. He wants to feel like them and do things the way they do them. He is curious and intensely creative. Each new experience fires his imagination, and he must re-create the drama, with himself playing a major role. The boy grows increasingly aware that his destiny is to become manly, in the pattern of his father and other admired males. He plays at driving cars, building skyscrapers, going to work. The girl who is devoted to her mother takes joy in turning more and more to the care of her dolls and other feminine fascinations.

As the boy comes to identify himself with his father and menfolk generally, he also takes a more

romantic view of his adored mother and is quite likely to insist that he is going to marry her some day. Though this arouses some feeling of rivalry with his "old man," it does not seriously affect the good relations between them when the father is both manly and loving. But if he has been uncomfortable with his son all along and if the small boy has been insecure, too tightly tied to his mother, the competitive situation becomes painful to the child. It accentuates his uneasiness with his father and his dependence on his mother. When such attitudes become crystallized, they contribute to many neuroses of later life. They impair the growing boy's capacity to compete in the world of men and to become an adequate father in his turn.

Similarly the little girl who has never got along easily with her mother may in this period become more hostile to her. She will then turn to her father, not only to adore him romantically but to pattern herself after him too. The girls whose attachments and ideals become shifted in this manner are likely to have more trouble making stable marriages and to find little satisfaction in rearing children of their own.

The period from three to six, therefore, is vital in the setting of patterns. The way the father and mother get along and the feelings each parent has for the child will leave a specific imprint on him. It will shape his ideals in such matters as what kind of person he expects to be, how he will make out with his own sex, what he will look for in marriage,



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and what attitude he will take toward his own sons and daughters.

Throughout these first three phases of childhood the all-important influence is the parents—good parents, truly loving parents, who give not only lots of love but the well-rounded, easygoing kind of love. Happy is the six-year-old who sets out for his first day at school warmed and strengthened by such a love.

### When the School Takes Over

Between six and twelve years of age the child is no longer satisfied with make-believe grown-up activities. He wants to dress like the other boys, have his hair cut like theirs, use the word "ain't" if they do. In order to free himself so that he can follow these new patterns he seems to rebel against his parents' standards. He deliberately turns sloppy in his table manners and his appearance. He says "So what?"

He and his schoolmates discuss earnestly what is proper behavior according to their own lights. They form secret clubs—to convince themselves through sheer solidarity that they must be right and to bring pressure to bear on the nonconformers. In other words, they are hard at work practicing social organization, the relations between the individual and the group that hold society together.

As he strives to become independent of his parents' supervision the child feels compelled to be more conscientious as a person. He enjoys rules and turns to games that are all rules and strictness, like hopscotch and mumblety-peg. His conscience, working overtime, makes him step over cracks in the sidewalk.

Let no one be misled by all this straining on his part. It does not mean that he is really ready for emancipation. Underneath he still looks to his parents for his basic security and morals. On the other hand he is certainly ready to be influenced strongly by the school, the church, the community—especially in these new areas of group standards, social acceptance, and responsibility to others.

These influences are particularly strong in the schools, and it is the teacher who determines their direction. Studies of schoolroom discipline show that though the excessively authoritarian teacher may have an orderly class, when she gets out of earshot there is little discipline left. The work stops. The children take out their pent-up hostility on each other. Conversely the teacher who leads democratically, who encourages the full cooperation of the

pupils in planning their projects and carrying them out, can leave the room knowing that the work will go on almost as if she were there. In such a classroom the children are learning cooperation, responsibility, self-discipline—not as mottoes but as ways of living.

In older days it was often assumed that school children are spurred on, in their learning, chiefly by competition for high marks or by fear of failure. These motives do exist, but when accentuated they create hostile rivalry among the top scholars and a deep sense of inadequacy among those who cannot make the grade. We know that children are eager to learn, if the work is suited to their abilities. Therefore there must be flexibility in school programs so as to give each child his chance to achieve and mature.

Today we still have plenty to learn about designing good school programs, but much more urgent is the need to make better use of the wisdom we have. In this whole matter of schooling we are knowingly shortchanging our children. Our schools are too few and too small. Much of the equipment is antiquated. Throughout the country classes are shockingly large, so large that the teachers are frustrated.

There are too few teachers, and not enough effort is made to select only those who by temperament are suited to help children. Many teacher training colleges still do not teach the nature of childhood, which should be the very core of their preparation. The salaries of competent teachers are too low for the important work they do, and they are seldom accorded the respect and prestige they deserve.

Can we afford better schools? The proportion of national income spent on public education has been falling in recent decades. America spends a smaller percentage than does Great Britain or Russia—and less than for tobacco, liquor, or cosmetics. We can always find the money to pay for what we want! Another sad fact is that though American citizens will vote for more emphasis on character building in schools, they become easily alarmed when good educators attempt this very thing. They fear lest the "three R's" are being neglected, and they say so.

There is no point in our getting mad at such inconsistency. Even from this brief miscellany of facts—all of them important—one urgent need is clear. We who are interested in good schools must start now to educate the public. The citizens of America must come to understand the value of good schools to their children.

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THERE ARE SOME television shows at present that are harmless entertainment for children. There are also some telecasts that are educative in nature. Television can be and should be made a remarkable instrument of education. It employs the long-proved techniques of visual education, now used in many thousands of the nation's classrooms. But educators as a whole are far from approving . . . today's television shows. Many fear permanent harmful effects of these programs on the sensitive nature of children.—WILLARD E. GIVENS, *Executive Secretary, National Education Association.*

Born again, this time in America; that is the story thousands tell who once lived in war-scarred Europe as "D.P.'s." Read here the tale of one small boy and of the teacher who found it thrilling to assist at his rebirth.

# I Teach a Latvian

Florence Eakman



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THE DOORBELL RANG—sharply, insistently. The sound was repeated three times. My granddaughter, Janet, answered the bell. Soon I heard small feet patter through the adjoining bedroom. There was a moment's silence. Then a mischievous face peeked around the corner of my bedroom doorway. My little Latvian had arrived.

A chance newspaper item had brought the child to my attention. A philanthropist in our town has been instrumental in bringing some four hundred or more displaced persons to America. Maris, a seven-year-old boy, had arrived with the latest group.

"Here is my opportunity to help a child," I had thought as I read the item, and immediately lifted my telephone.

The services I was in a position to volunteer were of a sort which the newcomer could use. Forced through an accident to face a life of physical inactivity I had chosen remedial tutoring as a means toward rehabilitation. My students? Six grandchildren of my own besides a group of elementary pupils in need of my services.

My contacts with these youngsters have been enjoyable indeed, but when I began to teach Maris there opened up a series of the most enchanting half hours I have ever experienced.

## The Stage Is Set

A few days after I had made my telephone call the boy arrived to spend the afternoon with me, accompanied by his mother and an English-speaking friend. Ice cream and cake bridged over the introductions to a strange adult, as I had known they would. In broken English the mother explained that not for many years had she been able to offer hospitality in her own home. Often she had wished to entertain as she used to do.

Noticing the sadness in her eyes, I plunged into the reasons for my invitation.

"I thought," I explained, "that perhaps I could help

Maris with his English before he enters school in the fall." Mentally I added, "I am sure my small pupils will help with the boy's social adjustment."

"But—what will the lessons cost?"

"Cost?" I echoed. "Nothing."

"But I have never heard of anyone doing something for nothing." There was bewilderment in her voice.

"Don't worry," was my reply. "I am sure I shall gain far more than I give," and with that forecast the bargain was concluded.

## Enter Adventure

No doubt many teachers before me have uncovered potential geniuses, but to no one, I feel sure, has the experience brought a greater thrill. I fully believe that Maris is destined to make his mark in the world.

The afternoon of our meeting—after I had asked his mother to teach me a few Latvian phrases such as *Kas tas ir* ("What is this?"), *lasi* ("read"), *saki* ("say"), *Maja* ("It is time to go now"), *Ardievu* ("Good-by" or "God be with you") and after it appeared that I could make myself understood—arrangements were made for Maris' daily lessons.

During our first half-hour session my nine-year-old grandson was with us to do the many small physical tasks that teaching entails—things which at present I am unable to do.

"Bert," I said to my grandson, "will you please bring



your chair to my bedside? Will you please bring your table? Please sit in your chair, Bert."

"Yah! Yah!" the blond, blue-eyed Maris responded, his eyes dancing.

Then I asked Bert to return all the articles to their former positions.

"Now, Maris," I invited encouragingly. "Please get the table!"

The words were hardly out of my mouth when everything was arranged in its proper place.

"Now we will 'lasi.'" I started my new pupil reading the first-grade books *Mac and Muff*, *Look and See*, *We Work and Play*, and so on. After each lesson Maris would go home hugging his current book, to return the next day practically word perfect.

At first I thought the child was memorizing, but a quick check on the book vocabulary proved that he was word perfect there too, although he had a slight Baltic accent.

### Learning at a Gallop

As the child progressed he insisted that he teach me Latvian. He would push his small face into mine in an effort to form the words with his lips. Soon I was saying *suns* (pronounced "soontz"), for "dog," just as well as he did.

Then there came a day when Maris failed to appear. I wondered what had happened to him. It developed that the mother was out looking for work and had no way to send the child to me.

Eventually, however, someone interested in displaced persons found her a position as child's nurse, and as it was in my neighborhood, with no boulevards to cross, Maris resumed his daily lessons. His absence gave me an opportunity to test his retention, which proved far above average.

As I soon found that the boy was out of the first-grade class entirely, I started him reading *Through the Gate*, a second-grade reader. Maris galloped through the pages. Few if any words were either misunderstood or mispronounced. We made a careful study of those few words, beginning with the printed alphabet, both small and capital letters, and the sounds of the symbols. Evidently our alphabet is similar to the Latvian, with a few exceptions. The English "c," "f," and "i" proved the most difficult letters for Maris.

After this technique was mastered, we proceeded with the words themselves. Maris spelled as he wrote the words on his blackboard, then pronounced each one, repeating the process five times. In this manner he learned the meanings of *blackboard*, *chalk*, *eraser*, *write*, *spell*, and *pronounce*.

Each day at this stage of the lesson I was greeted with a peremptory, "Tell me *not*, please!" Maris navigated under his own steam, and I had to laugh at my own feeling that it was necessary to learn Latvian.

### "Is He Doing All Right?"

Three days ago I began to keep a record of Maris' progress. Our local special teacher, to whom I have related my findings, is frankly incredulous.

Maris has been with me at the present writing about five weeks. He has completed *Through the Gate* and has begun *Down the Road*. His lessons had been half-hour periods until a few days ago when, after I had said "Maja!" the answer came, "No! No! I stay. I want to learn!"

In the interest of the boy's health I limited the study

period to one hour. I had not yet discovered the length of Maris' attention span, but I decided to learn more about his heritage as soon as possible. The next day Mrs. Knauts, the boy's mother, called on me after work to get a report on the boy's progress.

"Mrs. Knauts," I asked, "didn't Maris learn any English in Germany?"

"No," she replied. "Is he doing all right? He does not study at home, but he cannot wait to come to you." The tone was anxious. I didn't answer immediately.

"Maris," I suggested, "will you please go into the other room with Janet?"

There was no objection, none of the "I don't want to" that we hear so often in this country. The child had learned obedience, but still—under all the tragedy of his years—he was as uninhibited, happy, and normal a little boy as I have ever known.

"Mrs. Knauts," I continued, after Maris had left the room, "today your little boy read eighteen pages in his reader in ten minutes and wanted to keep right on reading. He also pronounced four columns of vocabulary words in the same length of time.

"Then to satisfy my curiosity I opened *Under the Sun*, a third-grade reader. The story begins with the phrase 'Everywhere there are children.' Maris read the entire paragraph without a mistake.

"Numbers came next. The boy counted to twenty. He had a little difficulty with eleven, twelve, and thirteen. I suggested that he write the figures on the blackboard and then I would teach him the written equivalent. 'Tell me *not*!' he said confidently, and proceeded to spell the word *eleven* correctly. And you ask me if he is doing well! Just what is the child's background, Mrs. Knauts? I feel I must know. He is remarkable."

"In Latvia," came the slow and careful words, "Maris' father was an engineer. I was a teacher, a successful writer of—how you call it? Ah, yes—magazine articles, and a poet. Five years ago Maris and I escaped to Germany. I preferred to work there rather than . . ." Mrs. Knauts flushed and didn't finish the sentence.

"My husband, my three sisters, and my mother were to have come with the next quota. I have never seen them since. If only I knew they were dead, I could stand it better. For five years I have scrubbed in German hospitals, living in a Latvian camp for displaced persons.

"Here I shall go to night school until I can learn enough to become a teacher once more. I am thankful to America and my sponsor that I have found work—and kindness. I have seen so much bloodshed and death. . . . But my Maris is doing well, you think?"

"He is doing well," said I. And I thought, "Please, God, let this child grow to manhood to carry out the ideals his father and mother have set for him."

### Delight Without End

I shall continue to find personal happiness in helping the little boy unravel the intricacies of the English language, teaching him to distinguish between short and tall, big and little, long and short, wide and deep. And now each lesson day has a brief question-and-answer period when Maris runs around the bedroom and my small library, touching each article and asking "What is this?"

Many people in the United States today are interested in displaced persons. But this article was written specifically for someone whose interest may never have been aroused, written in the hope that he will be quickened into action and that he too will come to feel as I do when I bless the day I first met my little Latvian.





## Poetry Lane

### For a Birthday

So much that I would give you hovers out  
Of reach of my poor giving—song within  
Your heart forever, faith to end all doubt,  
And laughter, warm and gold, when you begin  
To grow too serious, and, always near,  
The good companionship of trees and birds;  
And always, for your beauty-loving ear,  
Music when you have need of it, and words  
That pleasure you and rest you, softly spoken;  
Unnumbered good days, peace of a starry night,  
And love from dawn to dawn that's an unbroken  
Deep certainty in you. . . . I have no right  
To dream of it—but never doubt I should  
Give you such birthday presents, if I could.

—ELAINE V. EMANS

### Of Checkers in the Stars

With clucking tongue and disapproving stare  
The clock exaggerates my worried air  
And lowers anguished hands before the fate  
Of little boys still up at half-past eight!

But Dad, like Dr. Einstein, doubts the worth  
Of Time Intrinsic, weighed against the mirth  
Of two small sons who thrust upon his knee  
A checker game that needs a referee.

So through the curving sweep of Time and Space  
This game unorthodox, in dizzy pace,  
Hurtles the void, colliding with a star,  
Bounding with laughter, rocketing afar. . . .

Earthbound and prim and mother, who am I  
To interrupt with cold and caustic sigh  
And anxious voice, enchanted flights celestial,  
Announcing that it's nine o'clock, terrestrial?

—JEANNE WESTERDALE

### Epitaph for a Puppy

I sometimes had the thought that she,  
Though sturdy as a pup could be,  
Was like a curling feather,  
Wriggling in her ecstasy  
As she came sidling up to welcome me.

Now she is gone, I often sense  
An airy presence so intense  
I fancy angels watching,  
And through their diffidence,  
A small black feather whirling in suspense.

—LUCILLE JONES STREACKER

### Posted

The sycamores are picketing the woods.  
The beeches, too, are marching, and the pines  
Lift frequently their snow-repellent hoods,  
Revealing placards. "Posted" say these signs.

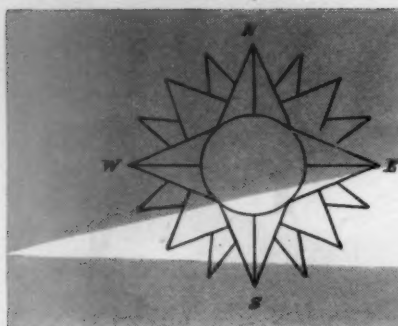
Like missionaries in the wilderness,  
The oaks proclaim from every angry hill  
Their angry creeds. With voices hardly less  
Than thunderous, they say "Thou shalt not kill!"

—JOHN NIXON, JR.

### Helen

Fair Helen's shade is haunted  
By a thousand widowed eyes  
That follow her undaunted  
Where the misty meadows rise.  
There is no surcease, ever,  
From their cold, Hellenic stare.  
The asphodels can never,  
Though they grow so tall and fair,  
Conceal her as she wanders  
In that dim and lonely place.  
Eternally she ponders  
On the cost of such a face.

—LOUISE SPAULDING



## Tomorrow Belongs to Youth

Virgil M. Hancher

*President, State University of Iowa*

THE CURRENT theme of the National Congress of Parents and Teachers, "The Citizen Child: His Destiny, a Free World," is a challenging one because it suggests that we also consider the possibility of its direct opposite, "The Subject Child: His Destiny, an Enslaved World." We Americans, because of our geographical isolation, our separation from the chance of armed invasion, have grown up with the confident feeling that major disasters may come to the Yugoslavs, the Czechs, or the Poles, but not to us. But there is no reason to believe we are immune to catastrophe. As Arnold Toynbee has pointed out, it is not necessary for any civilization or nation to die, and yet they have died.

And if they die, for what are they to be remembered? For what would we be remembered? It seems to me that our country has made four principal contributions to Western civilization:

1. *The application of the federal principle in government to vast territories and immense populations.* We have demonstrated how powers of government can be so distributed that local matters are cared for at the local level and general matters are cared for at the seat of central government.

2. *The principle of judicial review of legislative and executive action.* This principle has made possible the preservation of our federal system. It has set up an impartial court to decide whether, on the one hand, power belongs to the federal government or, on the other hand, to the state.

3. *The development of mass production of goods in industry and agriculture.* This has enabled us to provide within our borders a standard of material well-being rarely experienced by any nation in all history.

4. *The development of the idea of mass education.* This has never been declared to be a governmental or even a private objective of our people, yet since 1875 we have been forming the concept that all young people should have the opportunity for an elementary and even a secondary education. Although we have never embraced the doctrine of higher education for all, we have provided such education on a scale never before seen anywhere.

These are the contributions we have made in the past. But what about the next fifty years? What is our dream

for the next half century? Puzzling over this problem, I asked my sixteen-year-old daughter what she wanted for herself and for the world in the next fifty years. It made a lump come to my throat to hear some of the things she wanted and to realize how little prospect there is of seeing them achieved.

The first thing she fervently wanted was a peaceful world. She also hoped for a home of her own—a dream of young girls since the world began. She hoped there would be food, clothing, and shelter in sufficient abundance so that anyone who made the effort might possess these minimum blessings. She hoped that medicine might find ways of diminishing, even curing, cancer and tuberculosis and heart disease and all the other great ailments. And she desired a world that might be happy again.

### Realities for Today

If that is the dream of tomorrow, if youth is to have a tomorrow, you and I must face some critical problems very realistically. Since the end of World War II approximately fifteen nations, with a population of seven hundred and fifty million people, have become a part of the Russian bloc—the captive, enslaved world. That captive world has its spies and missionaries and its avenues of espionage, all focused on a central point in Moscow. In the free world we have as allies the northern and western nations of Europe. We have the countries of South America. We may possibly have Korea, Indo-China, and Formosa, but they are very doubtful. We find India, with its tremendous population but with very little organized strength, seeking to occupy a middle ground, to be an honest broker between East and West. Yet we must have allies if there is to be a conflict, because without them the ratio against us, man to man, is now five to one.

It does not seem to me realistic to believe that the Russian people will ever revolt against their rulers. Undoubtedly the lot of many Russians is better today than it was thirty years ago. Is that the basis for revolt? I once asked a man who had witnessed the Russian Revolution



"What had the Russian people to gain?" He replied, "That's not the point. What did they have to lose?"

In the free world, and particularly in our nation, technological advances have been enormous, but I sometimes wonder if we appreciate the distinctive quality of our own economic organization well enough to preserve it. Our economic organization is unusual not so much because it is capitalistic as because it is based on mass production. Our society cannot exist without the huge aggregations of productive capacity represented by the great motor companies, steel companies, and other industrial giants so frequently criticized and condemned.

Perhaps the condition of the Russian people is not as good now as it would have been had they enjoyed our economic system. The Iron Curtain prevents them from knowing the facts, and Russian propaganda distorts the truth. Moreover, notwithstanding all prophecies of disaster, the Russian regime has continued to exist for thirty-three years. What reason is there to suppose it will not exist for another thirty-three?

On the military side the captive world is believed to have five hundred divisions of soldiers—one hundred and fifty in Russia, three hundred in China, and fifty in other captive armies. They have long-range bombers. They are said to have six thousand tanks. They have the atomic bomb. They are dispersing their economic production throughout their vast domain. They are experts in polar strategy and in organized sabotage, subversion, and revolution. And up to now the offensive has been in the hands of Russia.

### The Will to Freedom

Ideologically we tend to underestimate the Russians because we believe that the terrorism and brutality they practice will eventually lead to the revolt of the subject peoples. We forget that tens of millions of people in Asia have never known the freedom, liberty, or equality with which we are familiar. Also we forget that Russia not only has the techniques of terrorism and brutality, but in addition it has a complete dogma and faith by which it explains the finite world. Paul Anderson of the International Y.M.C.A. has said:

There are four cornerstones in the Marxist structure: first, a philosophy of reality in which motion, change, is the central idea; second, a body of men integrated into and directing this process of change; third, the relegation of God and religion to the status of an anachronism; and, fourth, the view that man becomes a real man only after he has consciously identified himself with the Communist interpretation of the creative process.

To people in various sections of the world these ideas not only are not revolting but seem to offer a more understandable explanation of the universe than does the Christian religion or any of the philosophies of the West. We must try to see why they feel this way. It is difficult for an American to project himself into the soul of alien peoples, but if we are to be realistic about the world in which we live, we must understand the points of view of our allies, of the neutral nations that we desire to make allies, and even of our enemy.

The Communist understands the bases of his faith. He understands the doctrines that are an integral part of the Marxist philosophy. I wonder if we appreciate as fully

and as accurately the bases of our own faith. In concrete terms, what is the democratic way of life? What is the American way? Do we Americans have any concept of the origin and destiny of man? If we have, could we communicate it to some neutral body of people in terms that would win their allegiance?

It is difficult to see how conflict can be avoided, and we must be strong and disciplined if we are to meet the challenge of the times. It seems almost inevitable that in the near future every young man will be required to give at least two years of military service to his country. This will represent a tremendous revolution in American life, and I wonder whether we are prepared to pay the price it involves. Are we willing to humble ourselves, to tax ourselves, to see our standard of living decline, to inform ourselves and be governed by facts and not wishful thinking, and above all to utilize to the utmost the talents of every person in our land?

### The Direction of Destiny

I believe we must do more than this. We must come to a new understanding of the meaning of the fatherhood of God and the brotherhood of man. We must dedicate ourselves to the realization of these—like the consecrated men and women of all ages. Only if we have the insight and the courage and the devotion to do this can the citizen child's destiny be a free world.

Last fall I spoke to the students who entered the university. Since what I said then expresses my deepest convictions, my strongest hopes, I shall repeat those words now.

You are called upon to face up to a world you never made. It is a world in which men talk of liberty and freedom and the American way of life, forgetting the corruption of our great cities, the unprincipled struggle for power that characterizes our civil life, and the moral disintegration that rationalizes "getting by" or condones the profiteer and the hoarder. Is this the American dream? How do we appear to the people of other nations? In these times especially we need to see ourselves as others see us—as the teeming millions of Asia see us in our newspapers, in our radio programs, in our motion pictures, in our citizens who travel abroad, our statesmen, our politicians.

We need to be concerned about these things, but we also need to be aware of the temptations of mediocrity in our personal lives. It is becoming dangerous to stand out from the crowd, to have opinions that are not the least common denominator of what everyone else is thinking, to possess an original and farseeing and therefore an uncomfortable mind. If we are to prevail over Russia or its satellites, either in peace or in war, it will be because somewhere in this broad land certain excellences and superiorities have been developed that the Russians do not possess.

This is the time for intellectual excellence. We shall need tough-minded citizens of undisputed competence if we are to survive. Will you set before yourselves the goals and standards of George Washington and Abraham Lincoln, or Tom Pendergast and Aaron Burr? If you set yourselves the goals of Pendergast and Burr we shall be a menace to the world, but if you set yourselves the standards of Washington and Lincoln we—and especially you, with all of life before you—can help build a new world based on justice, law, and order.

And, I conclude, only where justice, law, and order prevail can a citizen child be free.

From an address given before the Golden Jubilee convention of the Iowa Congress of Parents and Teachers last November.





## NOTES FROM THE NEWSFRONT

**"Ladies and Gentlemen."**—Which of the great speeches of all time would you most like to have heard in person? Of the 318 men and women in the Chicago area who were asked this question by an inquiring professor of speech, 88 per cent mentioned either the Sermon on the Mount or the Gettysburg Address.

**Fair in Paris.**—The third Children's Fair, held in the French capital last December, provided both fun and information. The social welfare section, sponsored by the National Union of Parents' Associations, contained many booths dramatizing the services for children and their families that are carried on by public and private welfare groups. Exhibitors included the United Nations and the United States of America.

**A Handicap for Johnny.**—Everybody knows that girls mature from twelve to eighteen months earlier than boys do. In fact, the girls' advantage starts at birth, when their development is, on the average, a full month ahead of boy babies'. To help even things up, Dr. Frank R. Pauly, director of research in the Tulsa, Oklahoma, public schools, thinks that little boys should enter first grade about six months later than girls. He reasons that this would do away with many schoolboy frustrations and lighten the schools' burden of slow learners.

**Assault on the Sea.**—Few people anywhere value land as highly as the Dutch do. And with good reason. For centuries they have waged war against the aggressor sea. Right now, however, they are taking the offensive by walling off 915,000 acres of water, pumping them dry, and removing the salt. When completed, this fabulously expensive project will increase the total area of Holland by 10 per cent and provide rich farmland for 350,000 people.

**Rx: Toys.**—At three centers for cerebral-palsied children, in New York, Ohio, and Rhode Island, hundreds of different toys are being analyzed for their value in exercising crippled arms, legs, fingers, and other parts of the body. Skilled observers for the National Society for Crippled Children and Adults, cooperating with the American Toy Institute, have already noted many ways in which certain playthings help a handicapped child to better health.

**The One World of Literature.**—The American Academy of Arts and Letters, traditionally limited to fifty members, last year named four eminent literary men of other lands as honorary corresponding members. They are Jawaharlal Nehru of India, Arnold J. Toynbee of England, André Gide of France, and Ignazio Silone of Italy.

**Heritage of Health.**—It begins to look as though the adherents of environment in the old heredity-environment controversy are about to chalk up another victory. Dr. Theodore H. Ingalls of Harvard reported to the New

York Academy of Medicine this winter some startling results of experiments. They indicate that deformities long considered hereditary—such as hare lip, mongolism, club foot, and cleft palate—are actually due to disease or injury suffered by the mother during pregnancy.

**That All May Learn.**—If men and women are to attain a higher standard of living, they must first know how to read and write. Or so UNESCO reasons. Pending the approval of the General Conference next summer, therefore, six centers for fundamental education will be set up in Latin America, the Far East, India, the Middle East, and Equatorial Africa. By the end of twelve years enough trained specialists should have been graduated to carry on from there.

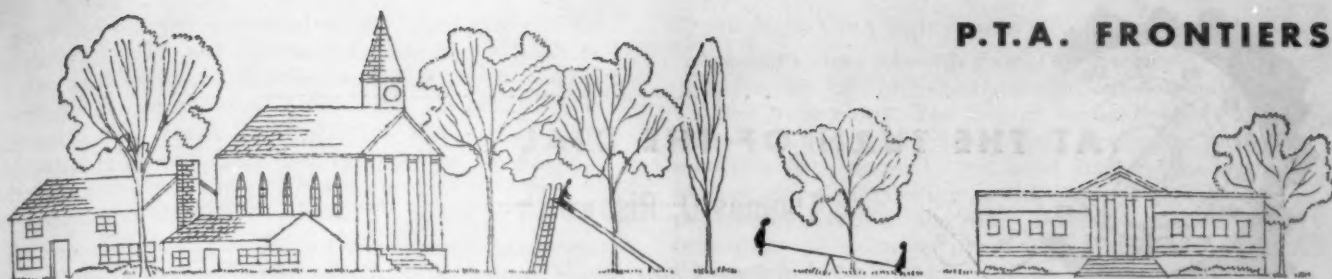
**Climate in a Test Tube.**—Up to now the precise effect of climate on a patient with heart trouble, asthma, or other ailment has been almost impossible to isolate from a multitude of factors. But at the University of Illinois Medical College a determined effort is being made to pin it down. Ten rooms in the university's Research and Education Hospital have been equipped to permit the doctor to order—and check on—the exact combination of temperature and humidity judged best for the individual patient.

**Leadership in Educational Radio.**—Each year the National Advisory Committee of the School Broadcast Conference bestows an award for meritorious service to educational radio. In 1950 this honor went to Mrs. Elizabeth E. Marshall, radio chairman for the Illinois Congress of Parents and Teachers and director of the division of radio, Chicago Public Schools. A special citation was given to the radio-television committee of the Freeport, Illinois, Council of Parent-Teacher Associations for its able work in bringing home, school, and community closer together.

**Fare by the Foot.**—There's no guesswork about ages down in Chile. There the railroad charges children according to their height. Anyone measuring three feet and two inches or less travels free. Over that, and under four-feet-four, he rates half-fare. But after reaching a majestic four-feet-four, one is a child no longer, in the eyes of the railroad, and the full fare must be paid. No, the conductor isn't necessarily a whiz at mental calculations; he simply carries a tape measure.

### A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 3-51, this means that your subscription will expire with the March *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the April issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



# Odyssey of a Gift

LAST YEAR parent-teacher associations in the United States sent fifteen thousand dollars' worth of teachers' gift packages to more than seven hundred schools in Western Europe. This was one of the international education projects carried on by the National Congress of Parents and Teachers under a committee headed by Mrs. Clifford N. Jenkins, a national vice-president. Local units collected funds, and the packages were made available by the Save the Children Federation. Here is the story of one of those teachers'



A young teacher holds the woolen yard goods over her shoulder while Birgit Ericcson, Save the Children representative for Austria, tells the headmistress (center) about the National Congress of Parents and Teachers.



Something for the children. Gerhilde Langegger gets acquainted with modeling clay. She is now making a long-eared cat.

packages and the help and happiness it brought.

This particular package was well chaperoned when it was delivered to the Mädchen Volksschule in Hallein, Austria. The Save the Children Federation was making a new motion picture to show conditions behind the tourist curtain and had picked the school as a typical institution.

So it was that when Birgit Ericcson, Save the Children representative for Austria, left the storage depot in Salzburg, the truck also carried an American reporter and photographer, along with the teachers' package.

They rolled through the streets of Salzburg to the suburb of Hallein, which was originally a picturesque hilltop village overlooking the Salzbach River. But factories and breweries came to Hallein a few generations ago, and the village spilled down toward the water. Now only the narrow, crowded, cobblestone streets are left to remind people of a less troubled era. And now, too, there is little income for anyone. Hallein's children can look ahead to want and hunger as well as back on it. Teachers in this part of Austria receive salaries 20 per cent lower than the wage of the average worker.

The truck ground in low gear up the steep cobblestone road, around hairpin turns, to the school at the top of the hill. When the Save the Children team arrived, carrying the crated package, the children came running out to greet them. The school had already been sponsored by a group in the United States, and they all knew what the Save the Children insignia meant. But this time there was something for the teachers too!

## A Boxful of Wonders

The driver unloaded the crate, and Miss Ericcson explained the meaning of the stenciled legend on the side of the box: *Special Gift from the National Congress of Parents and Teachers*. Then the school janitor pried it open.

A young teacher, wearing a jacket she had cut down from the coat of a man's used suit, saw the

(Continued on page 40)





*National Chairman, Committee on Radio and Television, and  
Director of Radio House, University of Texas*



For those who are interested in providing material for the study of radio and television in our high schools or for use in discussions of broadcasting at parent-teacher meetings, the *Audio-Visual Guide*, 172 Renner Avenue, Newark 8, New Jersey, has published a course of study outline in radio and television appreciation by Alice P. Sterner. Copies may be purchased through the office of the magazine at the above address.

An annotated list of radio and television programs recommended for home and school listening is published monthly by the National Council of Teachers of English in cooperation with the Association for Education by Radio. For a subscription to this publication, entitled *Listenables and Lookables*, write the editors, 61 Lafayette Avenue, East Orange, New Jersey.

Health education is well covered in a series of transcriptions produced by the American Medical Association. These recordings are available without charge from the Bureau of Health Education, American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois. Tuberculosis is the subject of another series of transcriptions, *The Constant Invader*, featuring well-known performers of stage and radio and sold by the National Tuberculosis Association, 1790 Broadway, New York 19, New York.

Several states have reported success with the transcribed broadcasts offered by the National Mental Health Association. This organization has done a significant job in using radio for mental hygiene education, and some of its productions have received national awards. Two series, *The Inquiring Parent* and *The Tenth Man*, are recommended for P.T.A. use and will find ready acceptance at most radio stations. The latest program of this type is *Hi, Neighbor*. All recordings are sold by the National Mental Health Association, 1790 Broadway, New York 19, New York.

Ohio State University has contributed to the recordings field in a new project covering educational programs for the schools and for adult listening on a variety of subjects. A catalogue of transcriptions may be obtained from the Educational Recordings Project, Ohio State University, Room 117, Arps Hall, Columbus, Ohio.

Wisconsin has taken a leading role in the formation of listeners' councils. Regular reports comprising listener surveys, studies of program preferences, and lists of recommended broadcasts for children at home and at school are offered at a nominal fee by the Wisconsin Association for Better Radio Listening, which may be addressed in care of Mrs. J. R. McCarthy, Raulf Hotel, Cook and Wisconsin Streets, Portage, Wisconsin.

### Information for the Asking

It is essential that P.T.A. radio and television chairmen be well informed on the American system of radio as it functions under the Federal Communications Commission. This can be done by studying documents released by the FCC and listed in a free catalogue available from the secretary of the Commission, Washington 25, D. C.

The Institute for Education by Radio, an annual meeting of educators and broadcasters, is ranked as one of the most important conferences of its kind. Proceedings of the conference are published annually, together with the yearly report of the American Exhibition of Educational Radio Programs, a series of awards given every year to the outstanding educational broadcasts of America. Publications of these organizations can be obtained from Dr. I. Keith Tyler, Director, Institute for Education by Radio,

Brown Hall, Ohio State University, Columbus 10, Ohio.

Another series of awards should be mentioned in terms of its interest for radio chairmen who want to recommend the best in listening. The George Foster Peabody awards for outstanding, meritorious public service are given annually to both networks and local and regional stations for significant programming in the fields of public service, news, drama, music, education, children's programs, and broadcasts to promote international understanding. A complete list of all award winners since 1940 is available from John E. Drewry, Dean, Henry W. Grady School of Journalism, University of Georgia, Athens, Georgia.

Leaders in school broadcasting meet every year in Chicago to discuss mutual problems and hear addresses by eminent executives and administrators in the educational and radio fields. Parent-teacher associations are regularly assigned an important part in these annual meetings. Materials resulting from them are published in mimeographed form and are particularly valuable in interpreting the role of the school in educational radio. Write for them to George Jennings, Director, School Broadcast Conference, 228 North La Salle Street, Chicago 1, Illinois.

To those interested in research in the field of mass communications the University of Illinois has much to offer. Some of the most significant research in America, with special reference to mass media, is now in progress at this university. Several compilations of studies are available in book form and can be ordered from Wilbur Schramm, Director, Institute of Communications Research, University of Illinois, Urbana, Illinois.

School broadcasters and other agencies using radio and television for public service are organized in the Association for Education by Radio, which publishes a monthly magazine, the *Journal of the A.E.R.* Subscriptions are open to the general public. P.T.A. leaders will find much of value in this magazine and may secure further information from John Crabbe, President, Association for Education by Radio, College of the Pacific, Stockton, California, or from George Jennings, whose address has already been given.

### It's Your Story

Finally, may we call to your attention the section on radio and television under "Committee Activities" in the *Parent-Teacher Manual*. Here you will find a list of reading references, topics for discussions of broadcasting at P.T.A. meetings, and specific suggestions for P.T.A. programs on radio and television.

These and many other sources of program material are at hand for the use of parent-teacher associations throughout the country. It should be stressed, however, that the best program sources for broadcasts truly adapted to your community are the lives and daily experiences of your own citizens, your own families, your own schools. In the hands of an able and imaginative moderator or producer your stories and problems can be vitalized and can be made to reveal the heart and pulse beat of each family, each classroom.

In every city and town in America, in every community, life goes on daily to develop those resources from which we build our democracy, our security. These are the stories that count. These are the stories that ring true. They are the experiences of your own neighbors, of the family circle that is yours alone, of the schools you have built. Draw from these sources that are closest to you. Used with proper skill, with sincerity and intelligence and vision, these are the materials for good broadcasting.

# Growing Toward Maturity

## STUDY COURSE OUTLINES

### I. Preschool Children

Directed by Hunter H. Comly, M.D.

"School Before Six" (See page 7 of this issue.)

#### Points for Discussion

1. The comment is frequently made that children who go to nursery school have more infections than those of the same age who stay home. Why might this be true? If it is, how much weight should be given to this one contention? What provisions could be made by parents and by nursery schools to minimize the importance of the argument?

2. If we are to promote a program of nursery education successfully, we shall have to show that such a plan makes it possible to meet the needs of children more adequately than they have been met before. In other words, the program must fit in with what we know about child development. What are some of the most important needs of children from three to five years of age? What major advances in personality growth has a normal child made by the time he is five?

3. Dr. Shane shows how the well-run nursery school serves as a partner to the home, pointing out that many values and skills are developed in supervised groups. Of what value is it to a four-year-old to hammer boards together in a carpentry room? Can he really build anything worth while?

4. During our study course this year we have noted certain trends in our civilization and seen how they have affected our homes, schools, and communities, our customs and attitudes. For example, we have seen that as the family has shrunk in size fewer children have a chance to watch and help care for younger children and babies. Discuss the kind of nursery school program that would enable high school students to make up for this particular lack in modern family life.

5. It is unfortunately a common belief that "almost anyone" can handle a young child. People are all too likely to think that managing children's behavior is a very simple business. But consider the following episode: Mrs. Jones watched from her kitchen window as her three-year-old Jimmy played with four-year-old Mary Black. Suddenly she saw Jimmy push his tricycle so hard that Mary, who was riding it, fell off. Tears and blows came next. Do you know enough, from this brief account, to be able to tell Mrs. Jones how to manage the situation? How would a mother probably deal with it? A nursery school teacher who might be in the yard? In which case would there be the least emotion? In which would all the immediate facts bearing on the outburst be perhaps best understood?

6. Using Dr. Shane's check list, sum up the characteristics of a good nursery school or kindergarten. Does your community (or state) set up standards that nursery schools must meet?

7. What policy would you recommend a nursery school to adopt in regard to admitting new children? At what time of the year should they be admitted? How long would you expect it to take before a three-year-old is ready to stay at school a full half day? Should a three-year-old ever stay all day? Should there be hard and fast regulations about this?

8. We well know that schools are overcrowded these days and hence can barely do the job expected of them. If schools-before-six are created, what ways can you suggest to make the fullest use of present school equipment? What suggestions would you make about new buildings to be erected in the next ten years?

#### Program Suggestions

At the Midcentury White House Conference on Children and Youth there was considerable debate about whether our public educational system should provide schooling for children before kindergarten. The majority were in favor, however, as is the National Congress of Parents and Teachers, and the following recommendation was made: "That nursery schools and kindergartens, as a desirable supplement to home life, be included as a part of public educational opportunity for children, provided they meet high professional standards."

Usually the parents who participate in these study groups are well "sold" on the values of school before six. It is possible,

therefore, that they are not sufficiently aware of some of the objections raised by educators. It might be a good idea to invite members of the school board, physicians, and the local school superintendent to take part in a discussion at this meeting. Perhaps a forum can be organized that would bring out dramatically some of the vital issues. Certain of the foregoing points might be used as topics for discussion. Conclude with a summary of the important contributions a good nursery school makes to healthy personality development.

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##### Films:

*A Child Went Forth*. 20 minutes, sound. Brandon Films, 1700 Broadway, New York 19. New York.

*Preschool Adventures*. 42 minutes, silent. Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City.

### II. School-age Children

Directed by Sidonie M. Gruenberg

"Sex Guidance Through the School Years" (See page 19 of this issue.)

#### Points for Discussion

1. Parents differ in their attitudes toward sex education for children. Perhaps they are not sure of *whens* and *hows*, or else they wonder if the subject should be discussed at all. What are some of the reasons for these differences? Why do children need sex guidance? Why do some parents hesitate to give it?

2. What are some of the questions your three- or four-year-old has asked about sex? What did your five-year-old ask? Compare notes on how you answered them.

3. In the school years might a youngster's choice of reading, movies, or other activities give us an indication of his growing sex awareness? If so, give some examples. What facts does a school-age youngster need to know in order to understand approaching physical and emotional changes? How might parents give this information?

4. What kind of sex education was given when you yourselves were children? What was the general attitude toward sex information at that time? How did this attitude affect individuals, first as children and later as adults? Might it still be influencing us, making it hard for us to be simple and natural about a child's sex interests even when we have "the facts"?

5. A mother reports that her daughter has never asked a sex question, although the child is now eleven and will need information on menstruation and other changes. The mother asks how she can broach the subject casually and naturally. What would you suggest? Discuss some of the reasons why this child may have avoided asking sex questions. In what ways might the mother win her daughter's confidence?

6. Children's attitudes toward their own sex, the opposite sex, and people generally are influenced by their experiences in the community. Are there adequate play centers, clubs, and interest groups in your neighborhood or town? What are the qualifica-



tions of the leaders? Are there qualified leaders? What guidance resources does your school offer for parents and for children?

7. Why is good sex guidance essential not only to a young person's social and married life but to his emotional maturity?

### Program Suggestions

Communities and individuals vary in their readiness to meet the challenge of sex education. In other words, people do not see eye to eye on the need for sex guidance. Differences must be taken into account if any plan for sex education is to be successful. Can your group set itself the task of assessing the readiness of P.T.A. members, school personnel, and your community as a whole for a program of sex education within the public school curriculum? You may conclude that at present any program would arouse resistance, or you may find that the school or P.T.A. is ready for a small but sound beginning.

You might show the film *Human Growth* (19 minutes, sound, available from the extension divisions of most state universities) with an experienced leader to lead discussion afterward. Or you might discuss possibilities for a workshop, held by your P.T.A., in which trained leaders would work with parents, teachers, and community representatives to establish local needs and draw up plans to meet those needs. Such workshops have been successfully conducted by P.T.A.'s in many communities.

Or you might plan a series of small, informal discussion groups where parents can talk over problems and interests frankly. Often these series begin with a lecture at an open meeting of the P.T.A., and those who are interested sign up for the more informal series.

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### III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant

"Public-spirited Youth" (See page 4 of this issue.)

#### Points for Discussion

1. What are some of the notions we must get rid of before we can help young people develop a spirited concern for their

community and their world? What is the problem as presented in this article?

2. Mr. Ferguson gives us several snapshots of community jobs undertaken by youth—jobs that were carried through with a vigor which puts many an adult enterprise to shame. What other examples could you add?

3. Do you agree that "the greatest service adult agencies can render is to invite youth to join in the task of sizing up our whole social philosophy"? Give your reasons. What effect would this have upon the young person who is called to risk his life for freedom? Examine our author's plea for such service in the light of the following statement made by Dr. Erik Erikson at the Midcentury White House Conference:

"Youth in democracies face difficulties greater in some ways than totalitarian states because freedom, plus insistence on personal responsibility, creates an element of conflict. We must provide youth with clear-cut historical values and adult examples of behavior."

4. How can the home help—and how does it often hinder—a young person to understand the social welfare needs of his community and his desire to do something about them?

5. What are some of the things the schools can do—and in many places are doing—to give young people real and not "fake" experiences in public affairs?

6. How do the wide-ranging interests of the parent-teacher organization tie in with the work of youth organizations in your own community and elsewhere?

7. Does your P.T.A. offer young people opportunities to engage in public-spirited projects and activities? What can it do to extend such opportunities?

8. Summarize the advantages to both sides that are gained from close collaboration between adults and young people.

9. Among the recommendations adopted by the White House Conference at its final meeting were the following:

"That youth have an equal chance with adults to participate in planning and carrying out recreational activities."

"That progressive opportunities be provided for youth to participate vitally in community activities and planning, in order that youth may early have the preparation and experience for leadership and community service."

Discuss what you and your P.T.A. can do to help put these recommendations into effect.

10. Moral education, we all know, has its roots in the home. What challenge do Alfred N. Whitehead's words, "There can be no moral education without the habitual vision of greatness," hold for parents?

### Program Suggestions

This program ideally calls for the representation of youth. If at all possible, and certainly if the meeting is to be held in the evening, invite several young people to take part. Let them help decide what services youth can render the community and what more school and home must do to help youth understand democracy and live it. Five hundred young people attended the Midcentury White House Conference and actually served as delegates. If any of these boys and girls live in your town, ask them to tell about their experiences at the Conference and what they believe to be their role in carrying out its recommendations. A club leader, a community center director, or the head of a youth organization would make a good resource person. The above questions can be used effectively in an informal discussion or in a panel or symposium followed by general discussion among the group.

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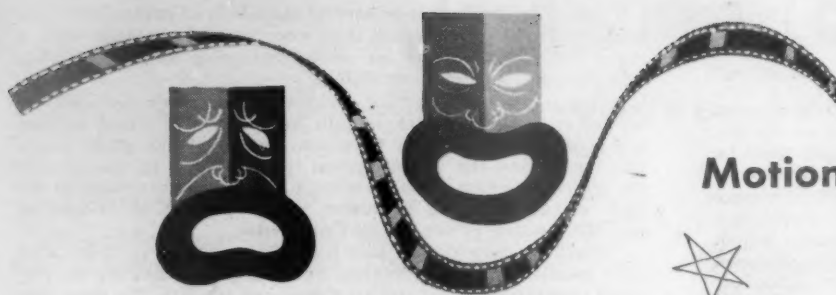
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## Motion Picture Previews

"WHAT CAN we do in our town to secure better motion pictures for ourselves and our children?" is a question that frequently comes to me in letters from parents and P.T.A. leaders. Mrs. George V. Wheeler, chairman of visual education and motion pictures for the Wisconsin Congress of Parents and Teachers, gives a good answer.

Our Better Films Councils are made up of representatives from P.T.A.'s, women's clubs, church organizations, the American Legion Auxiliary, and many other groups as well as individual members. P.T.A. members take part in the plans, activities, and leadership in the councils throughout Wisconsin.

I suggest that whenever possible local P.T.A. chairmen of visual education and motion pictures become active in Better Films Councils. The training one receives in motion picture evaluation will be valuable to them in their committee activities.

Resolutions adopted by the Wisconsin State Better Films Council at its sixth annual meeting, October 21, 1950, at Kiel, Wisconsin, indicate the nature and scope of the work of the local councils. According to their reports, these local councils had:

1. Previewed and evaluated current entertainment films for audience suitability and distributed recommended lists to members, schools, churches, libraries, organizations, and newspapers.
2. Supported specially planned children's movie matinees in cooperation with other organizations.
3. Sponsored motion picture premieres by benefit theater parties.
4. Promoted closer cooperation with theater managers and better understanding of their problems.
5. Sent letters of recommendation or criticism to motion picture producers and the Motion Picture Association of America.

Delegates at this annual meeting pledged their "continued support in educating the community to appreciate the best in motion pictures, to aid in obtaining a continuous production of better films, to operate through cooperation and persuasion, developing facilities which enable us to exert direct influence on motion pictures at the source, through local managers, producers, and artists."

The Better Films Councils movement is spreading throughout the country as reports from other state chairmen of visual education and motion pictures indicate. In these, as in all groups, leadership is important, and P.T.A. members are in a strategic position to furnish it.

Of special interest to Better Films Councils, P.T.A.'s, and schools, is a new series of twelve one-reel 16mm motion pictures, *The Movies and You*, produced by the motion picture industry in cooperation with the Academy of Motion Picture Arts and Sciences. This series is designed to present the story of behind-the-scenes activities in the production of motion pictures and will provide illustrative, pictorial answers to the many questions asked about the film industry by the general public. It will present, factually and dramatically, a complete educational program about motion pictures. Titles in the series are *Let's Go to the Movies*, *The Art Director*, *The Soundman*, *This Theater and You*, *History Brought to Life*, *Screen Actors*, *Movies Are Adventure*, *The Costume Designer*, *The Screen Writer*, *Moments in Music*, *The Cinematographer*, and *The Screen Director*. A descriptive folder may be obtained from Teaching Film Custodians, 25 West Forty-third Street, New York 18, New York.

—BRUCE E. MAHAN

### DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

### CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

## JUNIOR MATINEE

From 8 to 14 years

**Kim**—MGM. Direction, Victor Saville. This is a lavish and colorful reproduction of Kipling's famous tale. The script is faithful to the book; the direction and action are occasionally crude but vigorous. Authentic in detail and brilliant in color, the film shows picturesque India of the nineteenth century with its crowded native villages, harems, bazaars, elephants, and immaculately red-jacketed British soldiers. Dean Stockwell's characterization of the prankish India-born British orphan, Kim, will enchant children. His deft tricks while begging for his



Errol Flynn as Mahbub Ali and Dean Stockwell as Kim bring Kipling's well-loved tale to life in *Kim*.

beloved Tibetan lama, his lessons in espionage from the mysterious Lurgan Sahib, his courage and initiative in dangerous adventure will grip their imaginations. For adults, today's grim perspective may give a different slant to what has usually been regarded as delightful escapist fare. When nations are on the march, and men and ideas are in continuous flux, the constant and formidable effort to maintain order, even by a dated and discredited imperialism, is seen in a sharp, new light. Cast: Errol Flynn, Dean Stockwell, Paul Lukas.

Adults

14-18

8-14

Good

Good

Excellent

**Law of the Badlands**—RKO. Direction, Lesley Selander. A mediocre Tim Holt western in which an attractive cowboy becomes a Texas Ranger and captures a ring of counterfeiters in the Badlands. Cast: Tim Holt, Richard Martin.

Adults

14-18

8-14

Western fans

Western fans

Yes

**The Mudlark**—20th Century-Fox. Direction, Jean Negulesco. Based on a supposedly authentic incident, this appealing, humanitarian tale of a waif who wants to look at a queen—and in his efforts to do so performs great, if unwitting, service to his country—is sensitively and quietly told. A slum youngster, prowling the muddy banks of the Thames for salvage, finds a medallion of Queen Victoria in the pocket of a dead sailor. Because her face looks as he imagines a mother's might look, he walks twenty miles to Windsor Castle to catch a glimpse of her. Once there he has a series of adventures that lead toward important happenings for the realm. Too much preoccupation with Irene Dunne's physical likeness to Victoria



The waif meets the Queen at long last. Irene Dunne as Queen Victoria, Alex Guinness as Disraeli, and Audrey Ray in *The Mudlark*.

(making her struggle with a padded and puffed-up facial make-up) detracts from what would have been a remarkable portrayal of a warmly human yet majestic Queen. Audrey Ray, the ten-year-old who makes his film bow as the "mudlark," gives a brilliant performance. The audience is as interested as he in tiptoeing through the halls and trophy rooms of ancient Windsor Castle and in trying out the historic throne used by kings and queens for centuries. The picture moves with a slow and leisurely pace and has a distinguished cast. Notable is Alex Guinness, who plays Disraeli with sober eloquence. Cast: Irene Dunne, Alex Guinness, Audrey Ray.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**Tomahawk**—Universal-International. Direction, George Sherman. There is a danger that a genuine and deservedly popular picture about the relations of Indians and whites may result in a superficial formula about red men being cheated by conniving whites. This stereotyped plot may arouse resentment when used in other films or discount the very ideas of broader and more sensitive justice that helped to make an earlier picture successful. *Tomahawk*, though well produced, comes perilously close to this. It portrays the majority of the officials who negotiate with the Indians as knaves and liars, the Army as generally stupid and bloodthirsty, and the Indians as noble creatures pitifully trying to protect their own. The melodrama is built around the American invasion of Sioux territory in 1866 and the government's efforts to make a peace treaty with the Indians. The action is well paced, the characterizations believable. Cast: Van Heflin, Yvonne de Carlo, Jack Oakie.

Adults	14-18	8-14
Good	Good	Good

**Trail of Robin Hood**—Republic. Direction, William Witney. Roy Rogers' latest picture is characterized by sentimental scenes of

western hokum, as hastily thrown together as a bag of synthetic lollipops, with imitation flavors gleaming deceptively through the cellophane wrappings. Christmas tree and turkey furbishings and some exciting riding (including an irrelevant but delightful race of tree-laden trucks over a burning bridge) do not compensate for a thoughtless script and superficial direction. It is unfortunate that more care was not used in developing the idea implicit in the title. Modern westerns emphasizing the rough-and-ready conduct essential for survival on the old, lawless frontier, can easily become gangster pictures when they ignore today's legal procedures. Cast: Roy Rogers, Jack Holt.

Adults	14-18	8-14
Poor	Fair	Fair

**Under Mexicali Stars**—Republic. Direction, George Blair. An interesting and well-made little western with lifelike characters, a credible story, and an unusual air of gentleness for the wild and woolly West. There is a thrilling race in which five chuck wagons, with their six-horse teams, career over prairies, across bridges, up hills, and down dales to home plate and a prize. The songs are melodious, and Rex Allen's drawing, easygoing manner is pleasant. Cast: Rex Allen, Dorothy Patrick.

Adults	14-18	8-14
Good western	Good western	Good

## FAMILY

*Suitable for children accompanied by adults*

**Branded**—Paramount. Direction, Rudolph Mate. Horse opera, with more than a touch of the soapbox, tells the story of a frontier gunman who passes himself off as the kidnapped son of a wealthy rancher. Falling in love with the rancher's daughter, he confesses the truth to her and sets out on a dangerous quest to find the real son. Swiftly paced and smoothly acted by Alan Ladd, this suspense-filled melodrama will undoubtedly please western fans. The fact that two of the main characters, sympathetically treated at the end, are outlaws may or may not be significant, depending upon how seriously the tall tale is taken. Cast: Alan Ladd, Mona Freeman.

Adults	14-18	8-14
Western fans	Western fans	Yes

**Dallas**—Warner Brothers. Direction, Stuart Heisler. Despite elements of an exciting western—a thrilling chase, shooting, fast horses, a "gun-toting" hero—this film suffers from a confused and cumbersome plot. A former colonel in the Confederate Army sets out to avenge the wrongs that three brothers have visited upon his family and, though an outlaw with a price upon his head, becomes representative of law and order around Dallas. It takes some unraveling of twisted skeins to establish him, after his revenge on the bad brothers, as a bona-fide hero. Cast: Gary Cooper, Ruth Roman, Raymond Massey.

Adults	14-18	8-14
Western fans	Poor	No

**The First Legion**—Leo Pictures. Direction, Douglas Sirk. The presentation of the simple and serene life in the Jesuit Seminary of St. Gregory—a sanctuary today as it was in the Dark Ages—is unusually appealing. Personal problems and deep differences of opinion seem quietly solvable through the discipline of this ordered retreat. Yet the drama eloquently enacted here is also mankind's drama. The story of a miracle has too hastily been broadcast to the countryside, and multitudes soon gather at the gates of the seminary to be cured. To some the climax of the play will come in the Jesuits' realization that the true miracle is faith. Others may find the physical miracle of the cure of the beautiful young girl not an anticlimax but a necessary consummation of the drama. The integrity of Father Arnoux, who realizes that men must first make peace with their own souls if they are to render effective service in a troubled world, is luminously expressed by Charles Boyer. Cast: Charles Boyer, Barbara Rush.

Adults	14-18	8-14
Good	Good	Mature

**The Goldbergs**—Paramount. Direction, Walter Hart. The Goldbergs' popular radio and television program comes happily to life on the motion picture screen as Molly, Papa Jake, Uncle David, Tante Elka, and the children become involved in another gayly humorous, domestic drama, this one about matchmaking. Cast: Gertrude Berg, Edward Franz, Eli Mintz.

Adults	14-18	8-14
Good	Good	Yes

**The Magnificent Yankee**—MGM. Direction, Armand Deutsch. A gentle romance in which Louis Calhern enacts with charm and



sensitivity his stage role of the great Justice Oliver Wendell Holmes. The love story of Mr. and Mrs. Holmes is shown in a series of vignettes in which one catches occasional glimpses of Louis Brandeis, a member of the famous Adams family, and Owen Wister. The relationship between Holmes and the series of fortunate young Harvard graduates permitted to work for him is kindly drawn, and there are several brief, though fascinating, scenes of the Supreme Court. The Great Dissenter is an outstanding historic figure who had the intelligence and courage to act on his beliefs in the face—at times—of vigorous public disapproval. Yet nowhere in the film are we given a feeling of exhilarating challenge or insight into character. This is a delightful, tender play, but a biography of Justice Holmes should be a great one. Cast: Louis Calhern, Ann Harding.

Adults	14-18	8-14
Very good	Good	Of little interest

**Mystery Submarine**—Universal-International. Direction, Douglas Sirk. A sea thriller describes in tense, action-packed scenes the shanghaiing of a refugee scientist upon a mysterious submarine and his ultimate rescue, after an exciting chase by the U.S. Navy and Air Force. Audiences will find the technical details of submarine operation and glimpses of naval and air force activities particularly interesting. Cast: Macdonald Carey, Marta Toren.

Adults	14-18	8-14
Good	Yes	Poor

**Of Men and Music**—20th Century-Fox. Direction, Irving Reis. An unusual and worth-while attempt to introduce some of the world's greatest musicians to film audiences. Deems Taylor presents the artists in four episodes that might be entitled "Geniuses at Work." Artur Rubenstein, the pianist, and Jascha Heifetz, the violinist, are seen in their homes, with suggestions of idyllic family life and brief glimpses of children. Nadine Conner and Jan Peerce sing for a wistful night watchman who is too poor to afford tickets to their concerts, and Dimitri Mitropoulos gives a sample of his colorful conducting in a rehearsal of the New York Philharmonic Orchestra. There is an inevitable staginess in such a production. (Mr. Mitropoulos comes off best; the sensitive motions of his hands enhance the music he directs.) This slight artificiality, however, does not detract from the brilliance of the musical performances. The varied program will hold interest for a wide audience.

Adults	14-18	8-14
Very good	Very good	Very good, with advance preparation

**Operation Disaster**—Universal. Direction, Roy Baker. A deeply moving drama of men who prove their greatness under stress, this time in a submarine disaster caused by a floating mine. The direction, with its adherence to fine details of navy life, is superb, and the camera work is so vivid and realistic that one can almost smell the sea. There are a few touches of humor, and in spite of its serious content, the picture is not grim. John Mills proves again his right to a high place among English actors. Richard Attenborough plays the metamorphosis of a confused young sailor from a hysterical coward to a man of courage in first-rate acting. Although the film must be called a tragedy, its inspiring message of the heights of character that men can attain will give encouragement and hope to fearful people in a desperate age. Cast: John Mills, Richard Attenborough.

Adults	14-18	8-14
Excellent	Excellent	Too tense

**Pagan Love Song**—MGM. Direction, Robert Alton. The island of Tahiti forms an exotic and beautiful background for an Esther Williams musical that is very easy on the eyes. The slim little plot introduces ingenious and graceful swimming numbers with Miss Williams and a group of Tahitians. Catchy and melodious songs are sung very pleasantly by Howard Keel. The plot lacks originality, and the acting is somewhat stiff. However, the settings and costumes are lovely, and so is Esther Williams. The picture will please the family in holiday mood. Cast: Esther Williams, Howard Keel.

Adults	14-18	8-14
Fair	Fair	Yes

**Pattern for Survival**—Cornell Films. Direction, George Carillon. This two-reel, 16mm film attempts to allay the panic of civilians over an atomic bomb attack by graphically describing exactly what will happen when a bomb is exploded and how to act then and afterward. Since our children are being constantly exposed to frightening comments about atomic energy through newspapers, radio, and television, they may find this film helpful because it suggests specific things that they can

do. Narrators are William L. Laurence, science writer who has twice won a Pulitzer Prize for his books on the atom bomb, and Chet Hartley, well-known West Coast news commentator.

Adults	14-18	8-14
Excellent	Excellent	With adult interpretation

**Pigmy Island**—Columbia. Direction, William Berke. Cheap production values are exemplified not only by synthetic settings but by synthetic actors (the roles of the pygmies are obviously taken by dwarfs). There is even a phony fight with a maddened gorilla to detract from this Johnny Weismuller jungle story. Crude emphasis on the natives' "good neighbor policy" increases the revulsion felt against the pygmies' brutal methods of killing. Cast: Johnny Weismuller, Ann Savage.

Adults	14-18	8-14
Poor	Poor	Poor

## ADULT

**Frenchie**—Universal-International. Direction, Louis King. A cheap, garishly mounted western wastes the talents of a star cast. Although the picture is in color and the locale framed by the majestic, snow-capped Rockies, most of the scenes are taken in gambling establishments. Frenchie is a gambling queen out to avenge the murder of her father, but is persuaded by quiet, wood-whittling sheriff Joel McCrea to let the law take its course. The picture is slow moving, with rowdy action intermittently provided. Elsa Lanchester gives a finished performance as Frenchie's partner. Cast: Shelley Winters, Joel McCrea, Elsa Lanchester.

Adults	14-18	8-14
Poor	Poor	No

**The Man Who Cheated Himself**—20th Century-Fox. Direction, Felix E. Feist. A tense murder mystery pits two brothers, both police detectives, against each other. The older attempts to hide the evidence in a killing in order to protect the woman he loves. The younger, eager to win his spurs, is determined to solve the murder. There is a fine portrayal of the affection the two brothers hold for each other. Interesting details concerning police methods, particularly with regard to ballistics, are revealed. This is a well-acted, well-produced melodrama, but several unsavory remarks and relationships make it a picture for mature persons only. Cast: Lee J. Cobb, John Dall, Jane Wyatt.

Adults	14-18	8-14
Good of its type	Poor	No

**Operation X**—Columbia. Direction, Gregory Ratoff. This picture could have been either a psychological study of a man whose will-to-power reaches world proportions or a mystery thriller concerned with the efforts of a few men to conclude a gigantic Operation X and thereby rule the earth. And as one or the other it might have been very good indeed. But wavering as it does between the two plots it is disappointing and superficial. Edward G. Robinson breathes life into an obvious characterization of the international head of a fabulous combine. Peggy Cummins plays his brattishly spoiled daughter who recognizes the forces of evil at work about her only by a faintly puzzled line between her pretty eyes. Cast: Edward G. Robinson, Peggy Cummins, Richard Greene.

Adults	14-18	8-14
Fair	Fair	No

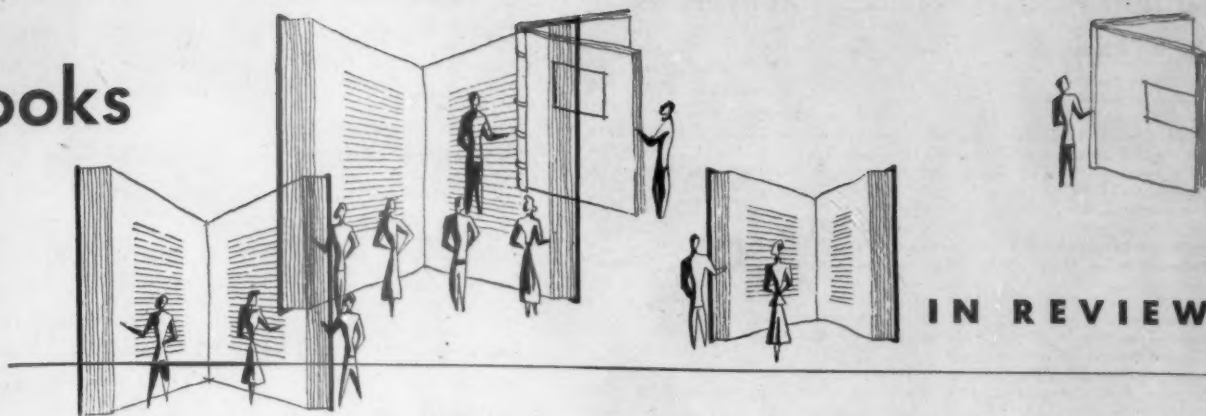
**Seven Days to Noon**—London Films. Direction, John and Roy Boulting. The directors of this brilliantly produced thriller capitalize on the current deep-seated fear of the atomic bomb. This is done without frenzy, violence, or even villainy, unless some would call the distraught scientist who breaks down under the exhausting responsibility of his work a villain. He disappears carrying one of the bombs with him, and shortly afterward the Prime Minister receives a letter threatening annihilation of the city unless all atomic weapons are destroyed by the following Sunday noon. The casual gallantry of the people, their courage enlivened with bits of warm humor as they go matter-of-factly about their jobs, heightens the sense of horror over their possible doom. The handling of the city's evacuation is breathtakingly realistic. Characterizations and dialogue are quiet and natural, the pace deliberate. A new and unusual type of thriller that will fascinate many. Cast: Barry Jones, Olive Sloane, Andre Morell.

Adults	14-18	8-14
Excellent	Good	Too tense

(Continued on page 40)



# Books



IN REVIEW

**THE ART OF TEACHING.** By Gilbert Highet. New York: Knopf, 1950. \$3.50.

"We are all pupils and we are all teachers." With this disarming introduction, Gilbert Highet, Anthon professor of the Latin language and literature at Columbia University and no narrow specialist, discusses with charm and learning the principles and methods of effective teaching, as distinct from subjects taught. He ranges over the rewards and drawbacks of professional teaching, the essence of all good teaching, and—something quite different—the essential qualities of the good teacher. A sparkling chapter is devoted to the world's great teachers, among them the brilliant Greeks of antiquity, Jesus of Nazareth, the schoolmasters of the Renaissance, the Company of Jesus, and distinguished professors of recent centuries. He has some penetrating things to say, too, about the fathers of great men and concludes with an exceptionally readable chapter on teaching in everyday life, in which advertisers, politicians, and parents all play their varied parts.

Here is a book for every man and woman who influences others and is influenced by them. Those already dedicated to the profession of teaching—and that means parents too, for "it is impossible to have children without teaching them"—will find in *The Art of Teaching* new inspiration and enthusiasm for their calling.

**COMMUNITIES FOR BETTER LIVING: CITIZEN ACHIEVEMENT IN ORGANIZATION, DESIGN, AND DEVELOPMENT.** By James Dahir. New York: Harper, 1950. \$4.00.

All who struggle through congested traffic twice daily; who breathe foul air and put up with dim light; who find shops inconvenient and dwellings poorly located in relation to industry, church, school, and social activities; who chafe at inadequate playgrounds, parks, schools, and community centers; who are sore at heart when ancient trees give place to ugly gas stations; who wince at blatant road signs along country ways—in short, all who rebel against the graceless, harried life they and their children lead will find *Communities for Better Living* a handbook of self-help.

Fortunately there is in this country a tradition of planning that goes back to the early days of the republic. The city of Washington is a notable example, and scores of other communities stand as happy witnesses to the successful efforts of their residents to make them pleasant places in which to live. To that tradition this book recalls our allegiance. Unlike many other books in this field, *Communities for Better Living* gives equal thought to the needs of country, town, and city.

**THE COMPLETE BOOK OF CHILDREN'S PARTIES.** By Florence Hamsher. Garden City, New York: Garden City Publishing Company, 1949. \$2.00.

Every holiday season brings a round of children's parties, and with them a rising plea from parents for help in planning favors, games, and the all-important refreshments, not to mention advice on the fine points of propriety small hosts and guests do well to learn early. That's why Florence Hamsher's book is permanently timely. Its sections are handily arranged and indexed for looking up all possible phases of party-giving for children from five to twelve and for all possible occasions—birthdays, holidays, and those extra, special days when any excuse at all will serve the purpose. Dozens of easy-to-make prizes and invitations—by you or, better still, by the child giving the party—are a particularly useful feature.

**UNRAVELING JUVENILE DELINQUENCY.** By Sheldon and Eleanor Glueck. New York: Commonwealth Fund, 1950. \$5.00.

Every once in a while an important book appears in a vital field and is instantly recognized by serious workers as an indispensable reference. This is such a book.

Two members of the Harvard Law School report on a pioneering study carried on under their direction, the first of a projected series of inquiries into the causes of crime. Five hundred persistently delinquent boys were matched with five hundred clearly nondelinquent boys of similar background, age, intelligence, and residence in underprivileged areas. Each boy's health and physical development, mental capacity, and personality were measured by a battery of tests. His family, school, and neighborhood were investigated by skilled social workers. On the basis of these findings the Gluecks developed tables from which they believe it will be possible to predict potential lawbreakers at an early age. Once the boys are identified, their salvation will be up to society.

Of particular interest to parents and teachers is the startling clarity with which this initial report locates the responsibility for delinquency. It finds that delinquency depends not on general neighborhood conditions or on the cultural or racial heritage of the family but on the "under-the-roof" situation—largely emotional—in each particular home. From their objective research these scientists conclude that "Little progress can be expected in the prevention of delinquency until family life is strengthened."

No one interested in saving young lives from disaster can afford to ignore this landmark in the literature of juvenile delinquency.

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

*The Blazing Sun*—Children, fair; adults, for western fans.  
*Bomba and the Hidden City*—Poor for all ages.  
*The Children*—Young children, excellent; older children and adults, good.  
*Double Crossbones*—Children, excellent; adults, very good.  
*The Happiest Days of Your Life*—Good for all ages.  
*Indian Territory*—Children, good western; adults, for those who like westerns.  
*The Kangaroo Kid*—Fair for all ages.  
*King Solomon's Mines*—Excellent for all ages.  
*The Millman*—Children, good; adults, good farce.  
*Raiders of Tomahawk Creek*—Children, fair; adults, for western fans.  
*Redwood Forest Trail*—Young children, good; older children, fair; adults, for western fans.  
*Rio Grande*—Excellent for all ages.  
*Rio Grande Patrol*—Children, mediocre; adults, for western fans.  
*Sunset in the West*—Children, yes; adults, for western fans.  
*Two Lost Worlds*—Poor for all ages.  
*Two Weeks with Love*—Excellent for all ages.  
*The West Point Story*—Young children, good; older children, excellent; adults, very good.

### Family

*American Guerrilla in the Philippines*—Young children, with interpretation; older children and adults, fair.  
*Breaththrough*—Young children, if accompanied; older children and adults, excellent.  
*County Fair*—Fair for all ages.  
*Cyrano de Bergerac*—Young children, mature; older children, good; adults, excellent.  
*Eye Witness*—Young children, mature; older children and adults, good.  
*Farewell to Yesterday*—Young children, too tense; older children, grim but good; adults, excellent.  
*The Glass Menagerie*—Young children, mature; older children, good; adults, excellent.  
*Grandma Moses*—Young children, good; older children and adults, excellent.  
*Hot Rod*—Poor for all ages.  
*I Killed Geronimo*—Young children, no; older children and adults, poor.  
*The Jackpot*—Young children, yes; older children and adults, good.  
*Last of the Buccaneers*—Young children, poor; older children and adults, mediocre.  
*Let's Dance*—Young children, poor; older children and adults, fair.  
*Mad Wednesday*—Children, good; adults, matter of taste.  
*Mister 880*—Young children, needs explanation; older children and adults, amusing.  
*Mr. Music*—Young children, yes; older children and adults, good.  
*Never a Dull Moment*—Good for all ages.  
*North of the Great Divide*—Young children, no; older children and adults, fair.  
*One Minute to Twelve*—Young children, mature; older children and adults, good.  
*Paris 1900*—Young children, mature; older children and adults, interesting.  
*Prelude to Fame*—Young children, fair; older children and adults, good.  
*Rocky Mountain*—Young children, yes; older children and adults, good of its type.  
*Rookie Fireman*—Mediocre for all ages.  
*State Secret*—Young children, tense; older children, good; adults, very good.  
*Tea for Two*—Young children, poor; older children, entertaining; adults, matter of taste.  
*The Texan Meets Calamity Jane*—Poor for all ages.  
*The Toast of New Orleans*—Good for all ages.  
*Tripoli*—Young children, yes; older children and adults, good.  
*When You're Smiling*—Children, poor; adults, matter of taste.

### Adult

*All About Eve*—Young children, no; older children, mature; adults, excellent.  
*Born to Be Bad*—Young children, no; older children and adults, poor.  
*The Breaking Point*—Children, no; adults, matter of taste.  
*Cry Danger*—Poor for all ages.  
*Deported*—Young children, no; older children, fair; adults, interesting.  
*Dial 1119*—Young children, no; older children, poor; adults, matter of taste.  
*Emergency Wedding*—Young children, no; older children, poor; adults, fair.  
*Experiment Alcatraz*—Young children, poor; older children and adults, fair.  
*For Heaven's Sake*—Young children, no; older children, sophisticated; adults, entertaining.  
*Harriet Craig*—Young children, no; older children, poor; adults, fair.  
*Harvey*—Young children, no; older children, fair; adults, good.  
*Highway 301*—Young children, no; older children, poor; adults, good crime melodrama.  
*Hit Parade of 1951*—Young children, no; older children and adults, poor.  
*Kansas Raiders*—No for all ages.  
*Katie Did It*—Young children, no; older children and adults, fair.  
*A Life of Her Own*—Young children, no; older children, poor; adults, matter of taste.  
*The Miniver Story*—Young children, no; older children, poor; adults, yes.  
*Mrs. O'Malley and Mr. Malone*—Young children, poor; older children, fair; adults, matter of taste.  
*Pink String and Sealing Wax*—Poor for all ages.  
*Prowl Car*—Young children, no; older children and adults, unrewarding.  
*The Sound of Fury*—Young children, too tense; older children, tense but thought-provoking; adults, thought-provoking.  
*Southside 1-1000*—Young children, no; older children and adults, good thriller.  
*Three Secrets*—Young children, of no interest; older children, mature; adults, good.  
*To Please a Lady*—Young children, no; older children and adults, mediocre.  
*Trio*—Young children, mature; older children, good; adults, excellent.  
*Two Flags West*—Young children, tense; older children and adults, good of its kind.  
*Undercover Girl*—Young children, no; older children, poor; adults, fair.  
*Vendetta*—Young children, no; older children and adults, fair.  
*Walk Softly, Stranger*—Young children, no; older children and adults, poor.  
*Woman on the Run*—Young children, no; older children and adults, good.

(Continued from page 31)

woolen yard goods first. She lifted it out and held it up for the others to see. It was nine feet long, fifty-eight inches wide, and complete with needles, thread, buttons—everything needed to make a warm, attractive dress. She draped the fabric over her shoulders. "There's even a lining," she exulted.

The fountain pen and automatic pencil were next out of the box, followed by three large towels and four small ones. However, what really brought "Oh's" and "Ah's" from the gathering was a little box of toilet soap. The headmistress opened one bar on a towel, gazed at the clean white surface, and savored the fragrance.

But the youngsters were clamoring to see what there was for them. The headmistress reached into the box and brought out packages of modeling clay. The first went to eight-year-old Gerhilde Langeegger, daughter of a streetcar operator, who had never seen modeling clay before but immediately began to fashion a quite presentable cat with a long-eared head. Meanwhile some of the other instructional materials were passed out.

Helga Kozorog, nine, whose father is still missing in Russia, took over one of the eight boxes of water-colors and painted a house. It was a dream picture, for Helga would like nothing better than a proper home in place of her family's tumble-down quarters.

Twelve-year-old Notburga Siegesleitner was another artist. With one of the packages of crayons she began to draw a flower-tree. She sketched boldly on a full sheet of paper, since there was plenty of drawing paper. Before this she had crowded as many as twelve drawings on a page.

The climax of wonders was reached when the candy package was opened. True, candy is made in Austria today. The famous Mozart Kugle, an almond ball dipped in chocolate, is displayed in shop windows. But if Hershey bars cost fifty cents apiece, they would be no more extravagant a luxury.

There was an almost awesome hush as each of the thirty girls received a banana-flavored caramel wrapped in wax paper. Hedi Blockinger, eight, whose father is a telegrapher, unwrapped her candy very carefully and saved the wrapper to lick until the last faint trace of flavor was gone.

When the Save the Children representatives left, the children presented them with a bouquet of roses and wild flowers from the field near the school. The flowers withered even as the truck made the bumpy trip back to Salzburg, but Miss Ericsson wrote later: "I am sure that this gift from the National Congress of Parents and Teachers will remain fresh in the memories of both teachers and children at the Mädchen Volksschule for a long time to come."

This account is based on reports of Mr. and Mrs. Anthony Chappelle, who also took the photographs. The incident appears in a motion picture, recently released, about the work of the Save the Children Federation.